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ABSTRACT

Limited to documents announced in Resources in Education from April 1977 to March 1978, this annotated bibliography covers a broad spectrum of reports generated directly or indirectly by 66 large school districts in the United States and Canada. The reports include descriptions and evaluations of bilingual, early childhood, compensatory, and remedial programs. The 323 citations are arranged by official school district name. Each entry provides: author, source, date of publication, Educational Resources Information Center (ERIC) document number, and an abstract. A subject index of major ERIC descriptors is provided. (CP)

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RESEARCH AND EVALUATION STUDIES FROM LARGE SCHOOL SYSTEMS 1977

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ERIC® Clearinghouse on Tests, Measurement, & Evaluation

Research and Evaluation Studies

from

Large School Systems

1977

Compiled by

Barbara M. Wildemuth

August 1978

ERIC® Clearinghouse on Tests, Measurement, & Evaluation
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Introduction

The Educational Resources Information Center (ERIC) is a national information system supported and operated by the National Institute of Education (NIE). ERIC publishes a monthly abstract journal, Resources in Education (RIE), which announces the availability of recently completed research reports, descriptions of instructional programs, and other documents of educational significance.

This bibliography is based on a search of the documents announced in RIE from April 1977 through March 1978. Furthermore, it is limited to documents generated directly or indirectly by large school districts in the United States and Canada.

The citations are arranged alphabetically by school district name. Each entry provides: author, title, source, date of publication, and the ERIC document number (ED plus six digits). A subject index, based on the major descriptors provided in RIE, is presented following the citations.

Most documents are available in microfiche or hard copy form from the ERIC Document Reproduction Service (EDRS). A copy of the EDRS order form follows the subject index. Collections of ERIC microfiche are available for use at hundreds of libraries and educational organizations; a listing of these microfiche collection locations is available on request.

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ALBUQUERQUE PUBLIC SCHOOLS

1. Consequences of Declining Enrollment. A Glimpse of Tomorrow; Management for Contraction. APS Planning Document 4. Albuquerque, N. Mex.: Albuquerque Public Schools, March 1976. 56p. ED 136 361. Available only from Organization, Analysis and Research, Albuquerque Public Schools, P.O. Box 25704, Albuquerque, New Mexico 87125.

   This report was intended to determine how the Albuquerque Public Schools will be affected by reduced enrollment and to provide a choice of positive steps for smoothing the adaptation of school operations. Concerns are outlined with regard to continued student population decline, staffing imbalances, continued inflation, and the anticipated struggle to cover the district's expenses despite an expected reduction in educational financial support. Recommendations are made relative to implementation of a manpower control program, and some suggestions are offered concerning the management of the district as enrollment diminishes. The appendix contains tables that present data on student enrollment, student/teacher ratios, and various financial measures for the Albuquerque Public Schools. Although the report was developed for use by the Albuquerque Public Schools as a managerial planning outline, the planning approach it demonstrates and the recommendations it presents may be of interest to school officials elsewhere.

ATLANTA PUBLIC SCHOOLS

2. Addy, Polly. Evaluation of Dynamics and Influences of Culture and Environment Program (DICEP), 1972-76. Atlanta, Ga.: Atlanta Public Schools, November 1976. 46p. ED 142 606.

   This paper describes the Dynamics and Influences of Culture and Environment Program (DICEP) which operated in the Atlanta Public School System from 1972 to 1975. The program began on a pilot basis at one middle school and expanded to include eight middle schools. The selected curricular areas for implementation of the program in all schools were language arts, mathematics, social studies, and science. Although each school formulated its own behavioral objectives, the major goals for the five years were (1) to provide in-service activities to help teachers; (2) to develop curricular materials to facilitate personalized learning; (3) to provide paraprofessionals to assist with individualization; and (4) to provide assistance to schools in the selection and use of commercially available multi-sensory media which emphasize concepts and process skills. Other program goals were to increase academic achievement of students and to improve self-concept, motivation, and understanding of their own culture and that of others. Throughout its five years of operation DICEP was evaluated in many ways through various instruments. It was concluded that components of DICEP promoted pupil achievement when these components were properly implemented and consistently pursued over a period of time.

3. Branch, Helen M.; And Others. Evaluation of the Arts and Humanities Center, 1974-75. Research and Evaluation Report, v9 n7, January 1976. Atlanta, Ga.: Atlanta Public Schools, January 1976. 23p. ED 132 194.

The Arts and Humanities Center, located in the Memorial Arts Center in Atlanta, Georgia, must develop its specific objectives consistent with, but not overlapping, the philosophy and function of the total center. The staff of each of the units involved in work with children plan together; have frequent communication regarding plans, policies, and programs; and cooperate in many ways to provide services to a broad cross section of the children of the Atlanta community. There has been no evaluation component built into the program, but the teacher-coordinator requested this evaluation to assist her in planning the program in the future. Contained in this report is information on the background, objectives, management and control, process, cost analysis, and projections for the Center. Also included are letters of support for the Arts and Humanities Center from a variety of users.

4. Branch, Helen M., And Others. A Model for School-Community Agencies Cooperation for Educational Effectiveness in an Urban Area. Atlanta, Ga.: Atlanta Public Schools, 4 April 1977. 19p. ED 142 649.

This paper discusses the St. Luke's Area III Learning Center, which deals with problems of urban youth. Its operational model coordinates instructional activities of the Atlanta Public Schools with social services of numerous governmental agencies of the Atlanta area, along with business, civic, and religious groups. The learning center provides a referral opportunity for the school districts' high school students who do not function properly in the traditional setting.

5. Carlson, Jean. A Model for Education of Preschool Handicapped Children: The Milton Avenue Program 1973-76. Atlanta, Ga.: Atlanta Public Schools, March 1977. 28p. ED 141 992.

Presented is the research and evaluation report of the Milton Avenue (Atlanta, Georgia) Handicapped Children's Early Education Program (HCEEP), designed to provide services in identification, prescriptive diagnosis, intervention with children and parents, and assistance in placement. The development of the program is traced over a 3-year period. Program evaluation data is cited regarding number served, children's progress, length of time in program, attendance, gains scored, gaps narrowed, and followup. The program's budget is briefly discussed; and recommendations regarding intake expense, transportation difficulties, infants' attendance, and staffing patterns are offered.

6. Crawley, Nora; Taylor, Myrtice. Emergency School Aid Act Pilot Project, 1975-76. Part I and Part II. Atlanta, Ga.: Atlanta Public Schools, March 1977. 94p. ED 142 604. Paper copy not available.

This paper describes and evaluates a pilot project funded under the Emergency School Aid Act (ESAA). The pilot project was subdivided into two parts: the Camp Learning Center program, and the Cultural

Adjustment Program. Among the general goals of the Camp Learning Center were to improve mathematics and reading skills through a relevant and interesting program of outdoor education which included the natural, environmental, and social sciences. The overall objective was to improve cognitive and affective skills and development while further reducing minority isolation. It was predicted that the participating students would make gains in the areas of reading, certain camping content areas, and social development. These objectives were met. The Cultural Adjustment Program extended the services provided through general funds for non-English speaking pupils and pupils with first language interferences. It also provided special services for native Spanish-speaking pupils. The major purpose of this project was to reduce isolation and educational problems related to non-English speaking pupils and those pupils who have first language interferences. The findings of the evaluation include: (1) pupils studying English as a second language increased their proficiency in English usage skills, (2) pupils studying Spanish as a native language increased their levels of skills in Spanish usage, and (3) the services provided by this project served a definite need of the school system by extending existing services to immigrant pupils.

7. Facilities Utilization and Planning. Atlanta, Ga.: Atlanta Public Schools, February 1976. 147p. ED 135 112.

A decline in enrollment accompanied by population shifts, change in social composition of enrollment, central city decline, and urban renewal have combined to have significant effects on the Atlanta schools. This study was designed to gather community input, analyze population trends, examine school plants, examine educational needs, and reach conclusions with respect to the use of school facilities. Particular, but not exclusive, attention was paid to schools cited for closure. Chapters discuss the problems, issues, and concerns revolving around seven major areas: (1) transportation and safe access to schools, (2) the school as a center of community activity, (3) community development programs, (4) special programs at specific school sites, (5) size and space considerations, (6) level of integration, and (7) community cohesiveness. Recommendations are made for phasing out or conversion of the schools. Minority report summaries that oppose the report recommendation are presented.

8. Fraser, Lowrie A. Ethnic Heritage Studies, 1975-76. Final Report. Atlanta, Ga.: Atlanta Public Schools, October 1976. 74p. ED 142 620. Paper copy not available.

This document describes the Ethnic Heritage Studies Program for the Atlanta Public Schools, for the period of 1975-76. This program, funded by Title IX of the U.S. Office of Education Public Law 92-318 developed materials for use with teachers and students in five ethnic areas: Afro-American, Asian-American, Greek-American, Hispanic-American, and Jewish-American. The overall goals of this project were to prepare for implementation of a course of study concerning ethnic groups' influence on the culture of the U.S.; to identify and assemble materials to implement ethnic heritage studies, and to develop a process for training teachers in the use of these materials.

Resource units on each of the identified ethnic groups were written incorporating historical data as well as art, music, religion nad literature. The units were written to relate specifically to the ethnic group in the Atlanta area. Evaluation procedures were planned in several areas. Teachers' attitudes toward ethnic groups and their attitudes toward teaching ethnic heritage in the classroom were measured. Students' knowledge about ethnic groups were also measured. Further evaluation strategies included evaluation of materials by classroom teachers as part of the staff development component. Students were tested for their attainment of knowledge after being taught by teachers and project staff members. It was found that their knowledge achievement was at a significant level. Teacher attitudes were positively changed.

9. Gold, Ann Meyerson, End-of-Year Report, 1975-76. EOA Reading/Math Basic Skills Learning Centers. Atlanta, Ga.: Atlanta Public Schools, September 1976. 36p. ED 142 607. Paper copy not available.

This booklet describes and evaluates the Economic Opportunity Atlanta, Inc., Reading/Math Basic Skills Learning Center operating in 14 Atlanta public schools for approximately 1,200 low achieving pupils. The basic concept of the Learning Centers was to provide pupils with the opportunity to improve their basic skills in reading or mathematics through a program of individualized instruction. Through student controlled pacing of instruction, children were to move through the prescribed curriculum at an appropriate pace for maximum comprehension. Support counseling services were designed to assist the child and his/her parents. Through intensive counseling and casework, the family was assisted in the development of a home environment that would be conducive to improved educational and economic opportunities. The program was developed based on assumptions related to student success, both academically and in terms of adjustment to the educational experience. To determine the effectiveness of the Learning Centers and the counseling program, two evaluation processes were conducted. Throughout the year, the program operations were monitored and reported in quarterly reports. In addition, the research component of the pilot program was conducted through the implementation of behavioral objectives. These measures were specified to provide data related to student achievement, attendance, and attitude towards school. These, as well as recommendations for changes to be made in the administrative assessment procedure are listed.

10. Henning, Patrick. Emergency School Aid Act. Basic Project 1975-76 Research and Evaluation Report, v10 n11, March 1977. Atlanta, Ga.: Atlanta Public Schools, March 1977. 67p. ED 141 459. Paper copy not available.

The Emergency School Aid Act (ESAA) program was designed to aid the Atlanta, Georgia, School System in the integration process and to aid pupils in overcoming their academic deficiencies due to racial isolation. The program provided individual assistance in reading

and mathematics to minority students. The overall goal of the program was that pupils in the remedial education program for grades one through seven in all participating schools exhibit a significant gain in the basic academic skills. Corollary objectives, selection procedures, assignments of staff, remedial instruction procedures, staff training, parental and community participation, basic expenditures, conclusions, and recommendations are described. Detailed information, tabled and explained in the report, indicates that the program was a successful approach to overcoming many of the handicaps imposed by previous racial isolation of these students.

11. Rudolph, Thomas. Summer Programs, 1976. Atlanta, Ga.: Atlanta Public Schools, September 1976. 30p. ED 142 612. Paper copy not available.

This document examines the 1976 High School Summer Programs and one evening program of the Atlanta Public Schools. Six variables were studied: (1) school and faculty selection, (2) teacher certification, (3) enrollment and attendance, (4) pass-fail ratio of students, (5) cost data, and (6) questionnaire data from questionnaires submitted to students, faculty, parents, etc. Findings indicate that (1) summer session 1976 had fewer students than previous summers; (2) the financial cost for the summer session was around $110,000; (3) the attitude of the staff toward the students and the students toward the staff appeared very positive while the staff and administrators seemed pleased with the manner in which all areas of the session operated; (4) principals during the first two weeks discovered many problems dealing with registration, scheduling and schedule changes; (5) attendance showed an improvement, especially with those repeating a subject, though attendance overall was not good; and (6) little was offered in enrichment programs in the schools.

12. Whatley, Juanita T. A Comprehensive Child Development Program; Title XX, Final Report. Atlanta, Ga.: Atlanta Public Schools, March 1977. 60p. ED 143 668.

This booklet describes the Comprehensive Child Day Care Program for the Atlanta Public School System, a Title XX Program. This program provided day care services for children of clients in various categories. The program goals for 1976-75 were geared toward providing comprehensive day care to encompass social services to the family and developmental activities for the children. One of the goals was to provide for the social, physical, and cognitive growth of the pupils. This goal was met by an instrument labeled A System for Teacher Evaluation of Prereading Skills (STEPS) and Circus, a series of assessment measures used to identify cognitive developmental needs of preschool students. Results of the Cooperative Preschool Inventory, given to all students entering kindergarten, indicated that Title XX student performance was higher than that for non-Title XX students in 25 of the 29 Title XX schools for which comparison data were available. A longitudinal study was started using Title XX participants from 1972 and 1973 who were in the first and second grade. Scores from the Iowa Tests of Basic Skills for grades one and two were used for making the comparisons. It was found that those students who were in the Atlanta Public Schools' day care scored as well as or slightly higher than those students who had not been in day care. This fact was especially significant since low socioeconomic status had been considered to have an adverse effect on achievement. Parental involvement continued to be an essential part of the program.

13. Willis, Patricia; And Others. Evaluation of Education Corps, 1975-76. Research and Evaluation Report, v10 n2, August 1976. Atlanta, Ga.: Atlanta Board of Education, August 1976. 15p. ED 141 352.

The Education Corps was established in Atlanta, Georgia, to encourage increased community involvement in the public schools. Contacts with the community churches were established, and the program was implemented mainly through the cooperation of these churches. Seminarians worked actively in the schools with children, engaging in enrichment activities, tutoring and supervising games, recreation, andphysical education. In evaluating the program it was felt that this involvement was of great value. Particular emphasis was made on the fact that in the role of adult models, the seminarians were of great help, particularly in the realm of counseling and discussing problems with the children.

AUSTIN INDEPENDENT SCHOOL DISTRICT

14. Becker, Ruth W. Checklist of Coping Skills: An Early Childhood Special Education Observation Schedule. Austin, Tex.: Austin Independent School District, 1976. 56p. ED 144 279.

Presented is a checklist developed by the Austin Early Childhood Special Education Program to help teachers evaluate children's classroom behavior and coping skills. It is explained that results of the checklist should provide information on such factors as possible underlying problems experienced by a student, situations in which a student functions best, student progress in attaining school skills, and appropriate expectations and objectives. The checklist is arranged to allow for observation during 13 typical periods of a preschool day, including free play, large group activity, lunch time, story and music time, and rest time.

15. Casis Teacher Checklist: 0-4 Years. Austin, Tex.: Austin Independent School District, 1976. 110p. ED 144 277.

Presented is a checklist developed by the Austin Early Childhood Special Education Program to help teachers determine the functioning level of children ages 0-4 and plan appropriate learning experiences. Detailed Behavioral Statements are provided for six areas of functioning: perceptual skills, motor skills, self help skills, social and emotional skills, language skills, and pre-academic skills. Each section is preceded by a list of materials needed and administration instructions. A profile sheet for graphing the child's development is included.

16. Casis Teacher Checklist: 4-7 Years. Austin, Tex.: Austin Independent School District, 1976. 82p. ED 144 278.

A checklist developed by the Austin Early Childhood Special Education Program to help teachers assess handicapped students ages 4-7 and plan learning activities is presented. The checklist is comprised of 127 performance statements for six areas of development: perceptual skills, motor skills, self help skills, social and emotional skills, language skills, and pre-academic skills. Each section includes instructions for administering the assessment and a list of materials needed.

17. Diagnostic and Educational Services. Austin, Tex.: Austin Independent School District, 1976. 78p. ED 144 275.

The diagnostic and educational services components of the Austin Early Childhood Special Education Program are reviewed. It is explained that the project's educational planning and curriculum are based on interdisciplinary assessments. Discussed are such diagnostic activities as the inital comprehensive evaluation, instructional arrangement, and the home program. Six steps in the assessment/evaluation process are traced: referral, screening, diagnostic placement, program implementation, program evaluation, and post-program placement. Included are flow charts of assessment and evaluation, and sample forms for referral and diagnostic summaries. Educational services are explained to involve classroom organization and placement according to the student's social competence. Social functioning is reported to be based on four basic classifications: the self involved child; the annoying, disruptive, or clinging child; the child with beginning small group capability; and the child with beginning large group capability.

18. Holley, Freda M. Evaluation in the Seventies: What We Have Learned About Program Development and Implementation. Austin, Tex.: Austin Independent School District, 1976. 43p. ED 141 940.

This paper offers a set of working hypotheses about what a school district must do in the implementation of programs to improve the cost/effectiveness ratio of educational innovations. The author draws on three years of the Austin school district's experience with evaluating program implementation and on recent literature on program development and evaluation. Her analysis leads her to conclude that school district programs will be improved by setting priorities by which programs are approved or disapproved, encouraging the school district staff to understand how the district functions as an organization and how the program implementation process works, devising realistic program designs, and making maximum use of evaluation information.

19. Ligon, Glynn; And Others. A Study of the Relationship Between Affective and Achievement Measures. Austin, Tex.: Austin Independent School District, Office of Research and Evaluation, April 1977. 24p. ED 137 361.

The salient role that affective objectives play in compensatory education prompted the study that is the subject of this paper. Analyses were applied to data gathered at the kindergarten, elementary, and secondary levels on four affective instruments and four achievement measures over a two-year period. Relationships found on the first year's data were positive but very small, although significance was reached in some comparisons, partially as a result of the large sample sizes. Additional analyses were carried out using entry-level California Achievement Test (CAT) and affective measures as predictors for end-of-year CAT scores. Further analyses are proceeding on the following year's data.

20. Matuszek, Paula; Lee, Ann. Evaluating Evaluation. Austin, Tex.: Austin Independent School District, Office of Research and Evaluation, April 1977. 23p. ED 137 417.

The various needs for evaluating evaluators and their efforts are discussed in this paper. The argument is presented that evaluators should not themselves carry out summative evaluation on their own efforts. Several possible purposes of evaluation of evaluation staffs and products are pursued, and the methods and persons most appropriate to each purpose are described. Planning an evaluation of evaluation to best meet the needs of evaluators is also discussed.

BALTIMORE CITY PUBLIC SCHOOLS

21. Allen, Audrey S. Research and Development Project in Career Education K-14. Final Report. Baltimore, Md.: Baltimore City Public Schools, 2 June 1975. 158p. ED 145 204.

Objectives of a career education research and development program were to reduce student absenteeism and dropout rates in seven Baltimore schools (four elementary, two junior high, and one high school) by initiating and developing career awareness at the elementary level; providing occupational information, personal development, and career exploration experiences in junior high schools; developing a high school cooperative education program with the community college; and involving the parents in development of the career education program. The primary conclusion was that the one-year program made a decisive impact on the participating students and was considered a success by all involved. Recommendations include providing inservice career training to all school personnel, initiating cooperative teacher education programs with local colleges and universities, and developing staff inservice education programs concerning public and private sectors of the employment community. The body of the report includes descriptions of several project components, e.g., an elementary school store, junior high in-school and on-the-job work experiences, the high school volunteer intern program with the University of Maryland hospital, and a three-day workshop for teacher education faculty and students held at Coppin State College. Sample report forms, teacher guides and lesson plans, workshop agendas, and parent questionnaires are contained in the appendix.

BOARD OF EDUCATION OF BALTIMORE COUNTY

22. Packard, Suzanne Bradford. An Evaluation of the Foreign Language Appreciation Program in Baltimore County. Towson, Md.: Baltimore County Board of Education, 1976. 16p. ED 132 879.

This report is an evaluation of an exploratory program in foreign languages called "Foreign Language Appreciation" (F.L.A.), which has been implemented in several schools in Baltimore County, Maryland. Questionnaires designed to evaluate the program in general were sent to F.L.A. teachers; questions concentrated on the areas of organization and curriculum. Questionnaires were also sent to current and former students in one school in order to ascertain their reactions to the

program. The results showed an overall satisfaction with and approval of the F.L.A. program on the part of both teachers and students. Some problem areas that needed consideration were: (1) the current curriculum guide; (2) certain organizational and scheduling patterns; (3) the need for uniformity among teachers in the maintenance of classroom discipline and correlation of materials selected; (4) the need for additional materials; (5) the mandatory aspect of the program. Some strong points were identified, such as the greater number of students exposed to the cultures and languages of other countries and the improved ability of a student to form a preference for a language to be studies in the foture. The questionnaires and a statistical interpretation of the responses are given in appendices.

BOSTON PUBLIC SCHOOLS

23. Tobin, Robert I.; And Others. The Way It's Working: An Evaluation of the Boston Career Exploration Project. Cambridge, Mass.: American Institute for Research in the Behavioral Sciences, January 1977. 141p. ED 140 083.

A study was conducted to evaluate the Boston Public Schools Career Exploration Project. The project model contained assumptions regarding need for a significant amount of funding, a teacher training program, phased implementation with a concentration of effort in pilot schools, substantial amounts of materials, creation of positions of leadership, creation of cross-disciplinary teams, and an evaluation component. The evaluation approach included 77 teacher interviews and 54 student interviews at the 12 pilot middle schools and 7 questionnaires completed by representatives of the 14 partial-implementation middle schools. Major findings and conclusions were (1) that the majority of teachers interviewed were using career education materials and had initiated career education activities in their classes; (2) that the program had increased communication among school team members but still needed to involve more school staff, parents, and representatives of the business community; and (3) that six of the pilot schools had developed career information centers. Although the overall model for change was mainly supported by the findings, a refocusing of effort is needed in the next phase with regard to identification and use of students' career choices and interests; greater emphasis on curriculum adaptation and development by individual teachers; time for increasing staff involvement in program development and coordination; and coordination of Boston and state fiscal and program planning efforts. Appended are individual profiles of the 12 pilot school programs including recommendations.

CHARLOTTE-MECKLENBURG SCHOOLS

24. The Cornelius Project: Program Designs for Total Child Development. Charlotte, N.C.: Charlotte-Mecklenburg Public Schools, August 1977. 23p. ED 145 940.

This paper represents a first year evaluation of an innovative educational program instituted in 1976 in the Cornelius Elementary School, Charlotte, North Carolina. Designed as an attempt to meet children's development learning needs the project represents an attempt to put the developmental theories of Piaget, Bruner and other psychologists into practice. The project involved first familiarizing school personnel with the theory and principles to be applied, then designing a relevant curricular framework. The cognitive area, specifically reading development, was chosen as the focus of the first year program, and Guilford's Structure of the Intellect was selected as the theoretical perspective for the program. The Formula Phonics Reading Chain was chosen as the basic reading program because of its emphasis on reading as a problem solving process and because it encouraged small group, upgraded instruction. Staff and parent orientation and involvement were emphasized. First year results indicated significant gains in reading achievement for the Cornelius students at all socioeconomic and ability levels. Implications and suggestions for expansion and replication are discussed.

CLARK COUNTY SCHOOL DISTRICT

25. Paul, John T. Career Education Program. Final Report. Las Vegas, Nev.: Clark County School District, 30 June 1976. 33p. ED 136 017.

Status and success of the Clark County School District (Nevada) K-12 Career Education Program are outlined. Phase 1 and phase 2 objectives are described in terms of steps used to insure success for the program component, processes, or activities used to achieve success, and status of the objective. Appendices contain a computer printout of the year-to-date summary of project activities, an agenda for the Profile Counseling Program, sample of a letter sent to career education advisory committee members, and an outline of career education programs implemented in the district at elementary, intermediate, and secondary school levels.

CLEVELAND PUBLIC SCHOOLS

26. Osicki, Kenneth J. Specialized Services for Indian Children and Youth Program Progress Report, Final Quarterly Report: April 15-July 30, 1976. Cleveland, Ohio: Cleveland Public Schools, Div. of Research and Development, July 1976. 15p. ED 138 407.

This report details program activities of the Specialized Services for American Indian Chidren and Youth Program in the Cleveland Public Schools during the final quarter,and summer sessions of 1976. Procedures involved using a coordinator, aides, a clerk, and a full time tutor working in conjunction with a parent committee to plan and organize tutorial services, and providing cultural activites, job referral assistance, and consultation services to teachers and students. The objectives included improvement of school/home communications; provision of tutoring services for students desiring special

academic assistance; provision of a cultural class program for Indian students; development and maintenance of an information file on post secondary vocational and educational programs; and provision of a referral service to identify sources of financial aid for post secondary education. The results of the program demonstrated an increase over previous years in the number of students and parents contacted--a 50% representation of the total Indian community; and a lack of professionalism among the project staff, including tardiness, disregard for correct office procedures, poor record keeping, and a general disregard for appointments. Sixteen specific recommendations were made, with particular emphasis upon project administration and accountability.

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT

27. A Career Education Counseling Project. Final Report. Corpus Christi, Tex.: Corpus Christi Independent School District, August 1976. 106p. ED 136 018.

Covering the period of June 1975 to June 1976, the final year of a three-year career education counseling project in the Corpus Christi schools, this report describes activities focused on implementing career education concepts into new project schools while maintaining and improving activities in the first- and second-year schools. Components of the project emphasized awareness and career orientation for K-6, established career resource areas in junior high school libraries, and developed career guidance and placement centers in the senior high schools. The placement component continues to provide employment experiences to individual students. Conclusions reported include the following: (1) positive career education (CE) movement and involvement throughout the school district has occurred and objectives are being achieved; (2) teachers, students, and administrators feel that CE is effective and is a worthwhile expenditure of resources in terms of student development; (3) materials are viewed as motivational in that the relationship between education and life are explored; (4) data indicate that students appreciate the opportunity to experience decision-making strategies; and (5) community representation in the schools has established a liaison between business and education. Appendices contain outlines of content for staff development workshops and lists of instructional materials for use at various grade levels.

28. Mowsesian, Richard. Corpus Christi Independent School District Career Education Project, 1975-1976. Final Evaluation Report. Corpus Christi, Tex.: Corpus Christi Independent School District, July 1976. 90p. ED 136 019.

The third-party evaluation description, data, and conclusions are presented for the third year of the Corpus Christi Independent School District career education project. The evaluation sought to identify those parameters of career education that are exemplary and feasible for long term incorporation within the school system. Two major parameters were identified: (1) conduct an indepth evaluation of select exemplary classroom units at grades 3, 5, 9, and 11, involving pre/posttesting and indepth interviewing, and (2) attempt to gain a longitudinal perspective, across three years, of career education in Corpus Christi. Data were gathered from students and teachers for reviewing these dimensions. Conclusions reported include the following: (1) positive career education movement and involvement throughout the school district has occurred and objectives are being achieved;

(2) teachers, students, and administrators feel that career education is effective and is a worthwhile expenditure of resources in terms of student development; (3) materials are viewed as motivational in that the relationship between education and life are explored; and (4) data indicate that students found their exposure to career education beneficial and would like more of it. Appendices contain questionnaires used in the study.

DADE COUNTY PUBLIC SCHOOLS

29. Evaluation of Dade County's Systems Approaches to Reading and Mathematics Instruction, Grades 2-6, 1975-76. Miami, Fla.: Dade County Public Schools, Dept. of Planning and Evaluation, May 1977. 40p. ED 142 580.

The State of Florida and local mandates require that a diagnostic/prescriptive systems approach to reading and mathematics instruction be available to all students at grade levels K-6. It has been demonstrated that the Dade County systems approaches are viable alternatives to non-systems approaches to reading and/or mathematics instruction. Results of the study of second and third year participation in Dade systems programs provide clear evidence that: (1) participants performed better the longer they were in the programs, and (2) after a second year in the program the percentages of communication and mathematics skill items answered correctly on the Florida State Assessment Test was higher than the percentages achieved by non-systems pupils. This held true for all categories of objectives and the total as well. Participants of the High Intensity Reading Program, on the other hand, have for the second year, demonstrated negative results in reading comprehension and communication skills tests. Consequently, Dade systems programs are recognized as a more beneficial mode for delivering basic skills instruction than non-systems programs and are unequivocally recommended as appropriate diagnostic/prescriptive programs into which to phase non-systems pupils.

30. Evaluation of the Area Student Services Program, 1976-77. Miami, Fla.: Dade County Public Schools, Dept. of Planning and Evaluation, April 1977. 114p. ED 141 416.

The Dade County Florida Public Schools Area Student Services Program provides a variety of guidance and psychological support services to students, parents, and schools. An evaluation of the services provided by school psychologists and visiting teachers revealed that there were few, if any, problems for psychological services brought about by bilingualism in the district. However, several problem areas were identified. School psychologists were unable to provide adequate services within acceptable time limits. Too much emphasis had been placed on diagnostic testing while counseling and consulting activities seemed to be less emphasized, but needed more. Standard referral procedures were not followed closely, resulting in incomplete case files. Also, information provided to teachers following psychological evaluations of students needs to be more relevant and useful. Work environments need to be improved for school psychologists. Similar problems were associated with the visiting teacher programs. Possible solutions were offered for each problem area.

31. Evaluation of the Dade County Hearing Impaired Program, 1975-76. Miami, Fla.: Dade County Public Schools, Dept. of Planning and Evaluation, June 1976. ED 133 335. Paper copy not available.

For this evaluation, information was gathered from parents of children enrolled in Dade's programs for the hearing impaired, teachers of the hearing impaired, regular teachers, and records of children currently in the program. Information was also gathered from parents of children enrolled at the Florida School for the Deaf and Hard of Hearing at St. Augustine, to obtain a relative comparison of that and Dade's program. The information gathered from these sources was used to evaluate the two basic types of services offered the hearing impaired by Dade County: (1) self-contained services, involving placement of a student into a special classroom, with resourcing into the regular school program as warranted, and (2) itinerant teacher services, provided for those with relatively little hearing impairment for approximately two hours per week. Seven major recommendations were made for program improvement: (1) development of an in-service orientation for regular teachers; (2) increasing availability of appropriate career education and vocational training opportunities for the hearing impaired child; (3) enhancing the communication existing between teachers in the itinerant program and students' parents; (4) provision of more adequate facilities for itinerant hearing teachers; (5) provision of in-service training for teachers of the hearing impaired in certain areas; (6) making available more complete information on incoming students especially for teachers functioning in self-contained settings; and (7) more adequate provision for certain equipment items.

32. Impact and Operational Features of Programs Designed to Modify Disruptive Behavior in the Dade County Public Schools, 1975-76. Miami, Fla.: Dade County Public Schools, Dept. of Planning and Evaluation, October 1976. 77p. ED 137 389.

This report is intended to describe the operation of two of Dade County, Florida, Public Schools' programs to modify the behavior of its disruptive students: the Alternative School program (excluding the COPE centers) and the School Centers for Special Instruction. Additionally, data on the impact of the Alternative School program on student behavior is presented. Finally, a descriptive profile of the offenses and corrective responses made in the cases of approximately 1,300 recently suspended secondary students is presented.

33. Product Evaluation of the Senior High School Reading Laboratory Programs, 1975-76. Miami, Fla.: Dade County Public Schools, Dept. of Planning and Evaluation, April 1977. 35p. ED 141 415.

During the 1974-75 school year, reading laboratories were established in Dade County, Florida senior high schools as an approach to the remediation, development, or acceleration of the reading skills of senior high school pupils. This evaluation sought to determine the reading program's potential for improving the reading skills of senior high school pupils. Another goal was to relate differing program strategies to the achievement outcomes realized by pupils in various programs. Pre- and posttest reading achievement scores were compared

with grade level, school location, and instructional approaches. Although the program is not generally producing gains sufficient to transform deficient skills into average or better skills, the laboratories have shown sufficient promise of affecting reading abilities--particularly comprehension--that their continued usage is recommended. The comparison of pre- and posttest scores of laboratory participants in the reading skill areas of comprehension, vocabulary, syllabication, sound discrimination, and blending were indicative of program impact. Significant gains were realized on various subtests at all grade levels. More statistically significant gains were realized in grades nine and ten than in grades eleven and twelve.

DALLAS INDEPENDENT SCHOOL DISTRICT

34. Applebaum, Wayne R.; Adkins, Deberie Gomez. Teacher Attitudes Towards Compensatory Education Programs in the Dallas Independent School District. 1977. 13p. ED 141 446.

The purpose of this study was to determine the attitudes of teachers toward innovative compensatory educational programs which they were required to implement in their classrooms. Twenty-five first, second, and third grade teachers were surveyed. Every teacher was required to teach at least three compensatory programs in reading, science, and mathematics in addition to the regular curricula. Teachers responded to a questionnaire relevant to teacher concerns about new programs in areas of management, degree of personal involvement, and program impact on students. The findings of the study indicated that teachers were seldom asked about their desire to use these programs. Teachers had limited knowledge of compensatory programs. Teachers wanted to interact and learn more about compensatory programs. Teachers lacked confidence in these programs. Finally, teachers were interested in modifying instructional approaches; however, they were not interested in collaborating with others to disseminate the programs.

35. Macy, Daniel J. Evaluating an Individualized Mainstream Special Education Program in a Large Urban School District. April 1976. 26p. ED 138 032.

Described is a model for the evaluation of the Texas Comprehensive Special Education Program (Plan A) based on providing each child with an individualized educational plan and the least restrictive educational placement alternative. The plan is reported to have been implemented on a pilot basis over a three-year period in the Dallas Independent School District. It is explained that the focus of the evaluation model is a set of 28 questions which solicited context, process, and product evaluation information from multiple sources. The kinds of information yielded by the model include the degree of program implementation operating efficiency, parent and staff reactions, teacher reaction to mainstreaming, and student progress.

DAYTON PUBLIC SCHOOLS

36. Lane, Elizabeth M., Ed. Psychological Evaluation of ECE, FY 1977. Dayton, Ohio: Dayton Public Schools, 1976. 54p. ED 133 063.

Results of a nine-year assessment of the Dayton Public School Early Childhood Education Program are presented in this report. Findings for the school year 1975-76 are reviewed in detail and studies of the preceding eight years are summarized. The 1060 participants enrolled at 32 different centers in 1975-76 were four- and five-year-olds, predominantly from socioeconomically disadvantaged families, as were those involved in the earlier programs. A new set of measurement techniques was adopted in 1975-76, with a total of 94 target behaviors encompassing nine broad skill areas used to evaluate program impact in a criterion-referenced approach. In addition, two other criterion tasks, the Walker Readiness Test for Disadvantaged Preschool Children and the Caldwell Preschool Inventory, were selected to measure program effectiveness. All these tasks revealed significant gains. Results of the nine years of evaluation support the program as effective in early remediation and prevention, as long as it is followed by other programs which reinforce the skills and learning acquired. Strong supportive evidence is presented of the effectiveness of early childhood education upon kindergarten performance. Most first grade results indicate continued superior performance of children with preschool training, but by second grade, impact of the preschool program has been weakened. Considering the many uncontrolled, possibly influential variables intervening during kindergarten and the early primary years, it is seen as significant that the program has had measurable relatively long-term effects.

DEPT. OF EDUCATION OF THE COMMONWEALTH OF PUERTO RICO

37. Cruz, Ramon A. Humacao School District Research and Development Project in Career Education. Final Report. Hato Rey: Puerto Rico State Dept. of Education, June 1975. 123p. ED 133 478.

This project was developed from an overall need in Humacao, Puerto Rico, for an occupation information program at all levels of the educational system to provide more knowledge about the new employment opportunities resulting from Humacao's changing labor market. Since prior to project implementation, schools were characterized by no activities related to career awareness experiences, very limited guidance and counseling services and placement services (for junior and senior high levels), and no formal teaching-learning program about the world of work, specific project goals were to (1) develop and implement a program at the elementary school level designed to increase awareness of students in terms of the broad range of options open to them in the world of work, (2) improve the guidance and counseling services to all grade levels, (3) improve career orientation and exploratory experiences at the junior high level, and (4) establish a placement service to insure the placement of all existing students

in either a job, a postsecondary occupational program, or a baccalaureate program. Emphasis was also placed on inservice training for teachers, counselors, and directors from the 11 participant schools. The project was reported successful in reaching objectives. There was an increased awareness of the importance of career education, and improved guidance and counseling services at all levels. The document contains a summary of the report, body of the report, and third party evaluations. Tables list schools served by zone, level, and enrollment during the years of the projects. Appendices outline activities carried out at the elementary, junior, and senior high school levels and at the supervisory level.

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT

38. Bowman, James; And Others. School Enrollment Projections. A Report. Des Moines, Iowa: Des Moines Public Schools, December 1975. 55p. ED 144 259. Paper copy not available.

This study attempts to project school enrollment, by school building, through the 1980-81 school year for the Des Moines Independent Community School District. The study uses the cohort-survival method for estimating future enrollment based on the live births in the city since 1963 and school district enrollment since 1970. For purposes of planning, the data are presented in the form of a smooth-curve graph for each of the 46 elementary and 19 secondary schools. Other information in the report includes estimated optimum building capacities; initial construction and remodeling dates for each school; graphs comparing elementary and secondary enrollment, and senior high and junior high enrollment; and a chart summarizing non-public school enrollment from 1973-1976. The study concludes that elementary school building enrollment totals are receding below optimum use levels. Junior high school enrollment is projected to decrease about 24 percent, and senior high enrollment about 14 percent.

39. Comprehensive Career Curriculum. Final Report. Des Moines, Iowa: Des Moines Public Schools, July 1976. 79p. ED 133 582.

Covering the time period of July 1973 to June 1976, this report describes the procedures and results of a comprehensive career education project, K-12, in the Des Moines Independent School District. The project consisted of the following 12 major components: elementary, junior high school, senior high school, technical high school, handicapped career center, dropouts, career guidance services, placement and followup, vocational youth organizations, staff development, career information, and postsecondary career training. Activities included development of curriculum materials and handbooks and their pilot testing, establishment of career information centers and a placement center, inservice and staff development, increasing community awareness of career education, development of challenge exams, and development of handbooks for vocational youth organizations. The main body of the report lists the original goals with procedures followed, results, evaluation, and conclusions and recommendations. An appended section presents recommendations for a vocational

preparation program for the handicapped divided into the three parts of recommendations for an expanded program. and general recommendations. The career information center survey form and project-developed brochures are also appended.

40. Des Moines Comprehensive Carcer Education Curriculum Project. Evaluation Report. Des Moines, Iowa: Des Moines Public Schools; Tucson, Ariz.: EPIC Diversified Systems Corp. 70p. ED 133 589.

This report evaluates the third-vear activities of a project to provide for the continued development, implementation, assessment, and refinement of career education K-12 in the Des Moines Independent School District. Evaluation results are organized by the following components: Elementary, junior high school, senior high school, technical high school, handicapped career center, dropouts, career guidance services, placement and followup, public information and communication, and postsecondary career training. For each component, performance and process objectives are listed, followed by related tables and narrative evaluation data. Tables display survey data on the elementary component indicating positive results for implementation. Results of a survey of students, administrators, and parents regarding two junior high school programs indicated student interest and involvement as well as parent and administrator satisfaction. Summarized information regarding use of the information center is presented for teachers and students, and summarized results of the survey of vocational youth organizations also appear. Evaluation of the remaining project components is in the form of brief narrative summaries.

41. Miller, Martin, Ed. The PCRS (Parent-Child Reading System) Answer Booklet; The Des Moines Family Learning Project. Ankeny, Iowa: Des Moines Area Community Coll.; Des Moines, Iowa: Des Moines Public Schools, 1976. 17p. ED 132 517

The Parent-Child Reading System (PCRS), a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center workshops, in schools, or in institutions maintaining contact with schools. This document is the answer booklet for use by children taking the PCRS diagnostic surveys for word recognition, vocabulary, and work/study skills, The booklet is handwritten to add a sense of informality to the survey session and to distinguish it from other PCRS manual.

42. Miller, Martin, Ed. The PCRS (Parent-Child Reading System) Diagnostic Survey Booklet; The Des Moines Family Learning Project. Ankeny, Iowa: Des Moines Area Community Coll.; Des Moines, Iowa: Des Moines Public Schools, 1976. 37p. ED 132 516

The Parent-Child Reading System, a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with learning center workshops, in schools, or in institutions maintaining contact with schools. This document contains

diagnostic surveys for word recognition skills (kindergarten through grade three). vocabulary skills (grades three through six), and work/ study skills (kindergarten through grade six). Also included are answer keys to the surveys and prescription charts for word recognition, vocabulary, work/study skills, and comprehension and reading.

43. Miller, Martin, Ed. The PCRS Parent-Child Reading System) Post Test Manual, Vol. I; The Des Moines Family Learning Project. Ankeny, Iowa: Des Moines Area Community Coll.; Des Moines, Iowa: Des Moines Public Schoold, 1976. 391p. ED 132 519.

The Parent-Child Reading System, a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center workshops, in schools, or in institutions maintaining contact with schools. This document contains the first set of posttests which determine whether children have mastered the skills on which they and their parents have been working. The format of the posttests is varied and is determined by the level of difficulty and the nature of the objective being tested.

44. Miller, Martin, Ed. The PCRS (Parent-Child Reading System) Post Test Manual, Vol. II; The Des Moines Family Learning Project. Ankeny, Iowa: Des Moines Area Community Coll.; Des Moines, Iowa: Des Moines Public Schools, 1976. 279p. ED 132 520.

The Parent-Child Reading System, a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center workshops, in schools, or in institutions maintaining contact with schools. This document contains the second set of posttests which determine whether children have mastered the skills on which they and their parents have been working. The format of the posttests is varied and is determined by the level of difficulty and the nature of the objective being tested.

45. Wilson, Morris D.; And Others. A Study of Achievement Variables Among Sixth Grade Students in The Des Moines Independent Community School District 1974-75. Des Moines, Iowa: Des Moines Public Schools, Dept. of Evaluation, 19 April 1976. 68p. ED 134 625.

The study attempts to determine those factors which exist concurrent with high achievement as measured by the Iowa Test of Basic Skills (ITBS). The data were drawn from sixth grade students enrolled in the Des Moines Public Schools during 1974-75. Based on the various analyses, a profile of the individual student most likely to be a high achiever has emerged. While the profile does not hold true in all cases, students exhibiting these characteristics seem to generally exhibit high achievement as measured by the ITBS: female, majority race, family not eligible for free hot lunches, has attended only one or two schools by the time they are enrolled in sixth grade, living with both natural parents, the father has completed at least some college, teacher ratings are high in virtually

all areas, the number of brothers and sisters is fairly low, and the student has a higher than average IQ. Overall this study tends to confirm the findings of previous studies which indicate that the factors students bring with them to school are more influential in attaining high achievement, as measured by the ITBS, than any factors over which the school has control and which were included in this study.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

46. Evaluation of Project Inspire: Title III Evaluation Project. Final Report. Washington, D.C.: District of Columbia Public Schools, Dept. of Research and Evaluation; Silver Spring, Md.: G & G Associates, Inc., August 1975. 51p. ED 133 088.

This final report is an evaluation of Project Inspire, a program designed to create within the school setting a positive framework and atmosphere for learning through efforts directed toward students and teachers. Conducted at the Francis Junior High School, Project Inspired aimed to improve academic achievement, attendance, and attitudes by means of a multi-faceted program emphasizing scheduled group sessions, improved communications, and attention to emerging adolescent needs. Included is: (1) a description of the project; (2) evaluation methods and procedures used (including instrumentation, sampling schedule of activities and data collection and analysis); (3) results and analysis of data; and (4) conclusions and recommendations. Findings are presented in terms of program objectives: increased positive feelings toward school, increased academic achievement, reduction of tardiness, absenteeism, dropout rate and critical classroom incidents, decreased use of suspensions, and decrease in punitive detentions.

47. Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1975-76. Final Evaluation Report. Durham, N.C.: IBEX, Inc.; Washington, D.C.: Littlejohn (Roy) Associates, Inc., 1976. 173p. ED 141 452.

This 1975-76 final evaluation report of the Elementary Secondary Education Act Title I programs is divided in two parts. Part one focuses on the program's creation, purposes, goals, objectives, and administration. Part two describes the relationship between school achievement and student characteristics. Part one involves the following areas: a description of the target group, population figures, goals, purposes, objectives, and impact of the program on the exceptional student; a delineation of the recommendations based upon the characteristics of Title I students, types of programs offered, and educational outcomes; an outline of the legislative creation, program responsibilities, types of financial assistance offered, and the unique administrative structure of the D.C. public school systems. Also, target areas, eligibility requirements, student development and achievement goals, program design and implementation, evaluation, and dissemination of information are discussed as is an outline of the general design strategy. Part two of the evaluation summarizes selected characteristics

of Title I students compared to their non-Title I peers; explores in detail the effects of the Title I program on achievement; elaborates upon some of the relationships between self concept, student achievement, and classroom behavior; examines the relationships between motor, psychomotor, perceptual motor domains and achievement of male and female, Title I and non-Title I students; and contains a brief description of the cognitive theory proposed by Jean Piaget. Also, the relationship between Piagetian conservation ability and achievement in both mathematics and reading is investigated; data regarding teachers, educational aids, inservice training, teacher attitudes, and class management relative to the instructional processes are analyzed: comments are made on the relationship between school administration and ancillary services in terms of their functions in delivering support to the instructional program; the characteristics of handicapped students and special intructional programs for these students are described ; and some attention is given to the private school students' achievement, eligibility, requirements instructional programs, and school personnel. Numerous tables, charts and an appendix are included.

48. Fulfilling the Mission... A Program for Excellence, Efficiency and Effectiveness. Volume IV. Planning-- Part I. Research and Evaluation-- Part II. Washington, D.C.: District of Columbia Public Schools, October 1976. 21p. ED 133 804.

This booklet is one of five related publications that delineate the program developed by the District of Columbia Public Schools for fulfilling the district's educational mission. The heart of this effort is the design and implementation of a districtwide competency-based curriculum for the prekindergarten level through grade 12, plus the development of attendant organizational structures and planning and evaluation strategies. This particular volume consists of two separate parts that focus in turn on the role of the district's Division of Planning and on the role of the Division of Research and Evaluation. Part 1 reviews the history of the Division of Planning and briefly outlines its part in the program, and part 2 briefly discusses six major tasks planned by the Division of Research and Evaluation in connection with the program.

49. Goldberg, Isadore. Evaluation of the Program: Randall Aerospace and Marine Science Program. A Title III Evaluation Project, Final Report. Washington, D.C.: District of Columbia Public Schools, Dept. of Research and Evaluation, August 1976. 56p. ED 134 413.

An interdisciplinary program related to aerospace and marine topics was created for students in the ninth and tenth grades. The curriculum and staff development focused upon the development of experiences incorporated within science, mathematics, communication skills, career education, and physical education. Objectives of the program included raising student achievement and re ucing absenteeism and tardiness of students. This document provides an evaluation of the project. Included are: (1) Evaluation Design; (2) Findings; (3) Summary of Findings; and (4) Recommendations. Progress in the project is noted, but a number of objectives were not obtained. Recommendations for future work focus on the objectives not attained.

50. Goldberg, Isadore; John, Thomas. Evaluation of the Program: "Designing and Implementing Programs for the Little School Component." Title III Evaluation Project. Final Report. Washington, D.C.: District of Columbia Public Schools, Dept. of Research and Evaluation; Silver Spring, Md.: G & G Associates, Inc., August 1975. 58p. ED 137 327. Paper copy not available.

This final report presents an evaluation of the Designing and Implementing Programs for the Little School Component, which is a program designed to develop, implement, and disseminate a program of individualized instruction at the Howard D. Woodson Senior High School. The purpose of the program is to improve academic achievement and student attitudes. This program is a third year continuation of the program initiated in 1972-73. Original students were selected in 1972-73 from student listings supplied by feeder-school counselors. The 300 students originally entering as tenth graders in 1972-73 have continued in the program and are now in their senior year. The third year program was expected to complete the development of pilot exercises for staff and students alike in the development and implementation of individualized programs. Included in the evaluation are a description of the project, methods and procedures, and data analysis and results. The latter includes a comparative analysis of student attitudes, student reactions to the component, data on absences, standardized test results, the individualized curriculium for the component, teacher reactions to the component, teaching methods, teacher ratings of their classes, staff development, and teacher evaluation of the component.

51. Humanistic Studies: Academic and Cultural Enrichment Project, Title III/IV Public Schools of the District of Columbia. Addendum to the Evaluation , Final Report 1975-76. Washington, D.C.: District of Columbia Public Schools, Dept. of Research and Evaluation. 16p. ED 135 722.

An addendum to the final evaluation report (ED 130 950) of a senior high school Humanistic Studies Program is presented. The program was begun in the 1972-73 school year at Woodson High School, Washington, D.C. The program purpose was to provide interdisciplinary academic and cultural experiences to students in grades 10-12 in art, music, history, literature, and social studies. The addendum provides lists of program activities and participants, which were not available at the writing of the final report in 1976. Data indicate that Humanistic Studies students and teachers participated in 14 field trips, eight experts in Humanistic Studies were utilized, curriculum aids and bibliographies were formulated, curriculum development workshops and staff meetings were held regularly throughout the Project year, and the majority of the Project staff have been involved in the Program for three years. Tables, charts, descriptions of field trips, and student responses to a 21-item questionnaire comprise the bulk of the addendum. Four factors were identified by the staff as necessary for continuued effectiveness of the Program. These include careful screening of talented students in other schools, adequate funding, ongoing workshops, and expansion of the Program to the junior high level.

52. John, Thomas. Junior-Senior High Tutor-Aide Program at Malcolm X Elementary School: An Evaluation Study. Final Report. Washington, D.C.: District of Columbia Public Schools, Dept. of Research and Evaluation, 30 July 1976. 62p. ED 132 118.

This two-year project used students at the junior and senior high school level as tutors to elementary students in the basic skills of math and reading. Tutor selection was based on continuing interest, attendance, scholastic achievement, and overall attitude toward the program. The final evaluative report includes the following information: (1) training methods and procedures instituted in the program; (2) findings based on the data collected from the project, including questionnaire responses from teachers and tutors; interview and observation of tutees, tutors and teachers; and test results as reported by the school system; (3) conclusions and specific recommendations for future programs. Thirty-six tables cover detailed results of the project as evaluated by tutors, tutees, and teachers. The final observation and recommendation is that the program represents a valuable new trend in the teaching-learning process and that the talents of high school and junior high school students were successfully channelled to minister to the needs of under-achieving elementary grade students.

53. John, Thomas. Lenox Early Childhood Outreach Program for Parents: An Evaluation Study. Final Report. Washington, D.C.: District of Columbia Public Schools, 15 July 1976. 49p. ED 131 920.

This is an evaluation study and final report on the Lenox Early Childhood Outreach Program for Parents (LECOPP), a program implemented to correct educational problems among children in low-income families. Conducted from August 1975 through July 1976 at the Lenox Elementary School, the program focused primarily on training the parent to regularly provide informal learning experiences in the home for children from 2.9 to 3.9 years old who were eligible for prekindergarten classes the following September. The following objectives of the program were established: (1) project children will achieve better in school, (2) the home environment will be reinforcing to the school environment, (3) teachers will work cooperatively with parents in pinpointing and meeting children's needs, (4) tutors will serve as models for parents as teachers and introduce preschool children to activities for increasing readiness skills, (5) parent-teacher aides will provide valuable assistance in the Child-Parent Center and serve as liaison between staff and community, and (6) the project director will assist parents in modifying their expectations so that school and home goals are more harmonious. Evaluation methods and procedures are described and teacher questionnaire and parent survey response findings are reported. Conclusions and recommendations are discussed. Appendices include both questionnaires.

54. Walder, Leopold O., And Others. Morse Crisis Intervention Center "Project Advance." Final Report. Greenbelt, Md.: Behavior Service Consultants, Inc., July 1976. 62p. ED 136 096.

An evaluation of the "Project Advance" program at the Morse Crisis

Intervention Center was conducted. Review of documents, formal and informal interviews, questionnaires and direct observations were the methods used to assess the correspondence between the objectives of the program and its achievements. The evidence, based on findings from analyses of all the data, points to a program which shows a high degree of correspondence between its objectives and its achievements. Raw data, findings based on analyses of these data, and conclusions are included in the Final Evaluation Report. Recommendation to continue the program, with a few modifications of certain aspects of the program, are provided in the Final Evaluation Report. A discussion of the roles of the inside and outside evaluators and a presentation of suggested ways to improve the evaluation of this and other programs are also included in this report.

ESCAMBIA COUNTY SCHOOL BOARD

55. Hanh, Vu Duc, Ed. Mathematic Terminology. Pensacola, Fla.: Escambia County School Board, Evaluation Services, 1975. 54p. ED 134 470. Paper copy not available.

This document gives a listing of mathematical terminology in both the English and Vietnamese languages. Vocabulary used in algebra and geometry is included along with translation of mathematical symbol.

FORT WORTH INDEPENDENT SCHOOL DISTRICT

56. Evans, Charles L. Elementary Magnet Plan Evaluation, 1975-76. Fort Worth, Tex.: Fort Worth Independent School District, Dept. of Research and Evaluation, November 1976. 69p. ED 140 496.

In the fall of 1975, students scoring at the 77th percentile and above on the ITBS were brought together with selected teachers in two magnet schools and four vanguard schools. The present report presents a comparison of the fall-to-spring achievement of the groups and the opinions of principals, teachers, and parents. Also provided is the complete synthesis of informal interviews conducted at mid-year with teachers, principals, and parents. Eight comparisons of achievement were made to assess the effect of the magnet-vanguard plan on the student's mathematics and reading skills at grades 4 and 5. Of these eight comparisons, five were not significant, two were significant favoring magnet students, and one was significant favoring both magnet and neighborhood students over vanguard students. All significant differences occurred at grade 4; none at grade 5. Magnet-vanguard teachers and principals favored the plan but strongly recommended a modification in the criteria for student placement. Regular classroom teachers' responses were mixed. Parents' opinions were most favorable.

57. Lysiak, Fae; And Others. Computer Assisted Instruction. 1975-76 Evaluation Report. A Title I Program. Revised. Fort Worth, Tex.: Fort Worth Independent School District, Dept. of Research and Evaluation, September 1976. 101p. ED 140 495. Paper copy not available.

The computer assisted instruction (CAI) program studied was implemented in eight elementary and four middle schools. The drill and practice program focused on reading and mathematics skills using a computerized curriculum developed by the Computer Curriculum Corporation. Students in grades 3-7, qualifying under Title I guidelines, were provided with ten minutes of practice daily. The data support the use of CAI. Students made at least a month gain per month of instruction on the computer curricula; middle school CAI students made significantly higher standardized test gains than did non-CAI students. Both CAI and control programs were equally effective in achieving reading gains. Elementary mathematics gains generally favored CAI students. Elementary teacher responses to questionnaires indicated that the teachers perceive CAI as beneficial to student achievement; middle school teachers were less positive but still moderately supportive. Student responses to questionnaires indicated that they perceived CAI drill and practice as personally beneficial and as an enjoyable activity.

GRANITE SCHOOL DISTRACT

58. Operation Prime Program (Central Junior High School), Title I Evaluation, 1973-76. Salt Lake City, Utah; Granite School District, 1976. 57p. ED 131 429.

This document consists of reports (for the 1973-1974, 1974-1975, and 1975-1976 school years) of an individualized reading and math program designed for secondary school students functioning below their grade level. The program involves a management system using flow charts, independent study, student motivation provided by free time in a reinforcing activity, tutoring when necessary, the recording of daily progress, and monetary rewards for excellence in work or behavior. The reports contain details on program costs, project activities, test scores, parent participation, and a 1975 follow-up study on Operation Prime students.

HOUSTON INDEPENDENT SCHOOL DISTRICT

59. Alston, Herbert L. Student Data Requirements of Lau Remedies and Texas Senate Bill 121. Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Houston, Texas.: Houston Independent School District, 6 July 1977. 15p. ED 145 694.

The general purpose of the Title IV-C Pilot Program (An Educational Needs Projection Model) is to develop procedures for forecasting the personnel needed by the Houston Independent School District (HISD) for a five-year period in response to current and expected

legislation and changing student population. The present report reviews: (1) the apparent student data requirements of Lau vs. Nichols guidelines and Texas Senate Bill 121; (2) current HISD data collection procedures concerning limited-English-speaking-ability (LESA) students; and (3) recommendations for a district policy to meet the apparent data collection requirements for LESA students.

60. Alston, Herbert L. Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of Personnel Needed and Costs of HISD Bilingual Education Programs. Houston, Tex.: Houston Independent School District, 4 March 1977. 39p. ED 143 229.

The general purpose of this project (Title IV-C Pilot Program: An Educational Needs Projection Model) is to develop procedures for forecasting the personnel needed by the school district for a five-year period in response to current and expected legislation, changing student population, etc. During the first project year, 1976-77, emphasis is placed on forecasting the personnel needed for mandated bilingual education programs. This report summarizes the "Bilingual Education Cost Analysis," by Cardenas, Bernal and Kean (1976a, 1976b); presents a cost analysis of the Houston bilingual education programs based on existing programs; presents initial estimates of personnel needs and costs for the Houston Independent School District; discusses the use of these estimates in an Educational Needs Projection Model; and includes two appendices, one comparing the Cardenas et al and the Alston bilingual education cost analyses, and the second on the Educational Needs Projection models.

61. Alston, Herbert L. Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of the Numbers of Limited-English-Speaking-Ability (LESA) Students in HISD (K-3). Houston, Tex.: Houston Independent School District, 15 July 1977. 37p. ED 144 182.

This publication discusses the development and use of an Educational Needs Projection (ENP) model designed to estimate the number of students "who have difficulty with instruction in English" in the Houston Independent School District. Unlike a state-mandated program that requires teachers and counselors to identify Limited English-Speaking Ability (LESA) students, the ENP model estimates the number of LESA students from questionnaires completed by a stratified random sample of students' parents. The author describes the sampling procedure, rate of questionnaire return, confidence limits, and planning use of the ENP model and presents a number of statistical tables containing data from a survey that used the ENP model to estimate the number of LESA students in grades 1-3. Also included are tables that present data on LESA students based on teachers' and counselors' evaluations.

62. Cary, Steven E.; And Others. Use of Criterion Referenced Testing in a Compensatory Reading Program. Houston, Tex.: Houston Public Schools, 1976. 7p. ED 136 232

This paper provides descriptive information about the implementation.

of prescriptive criterion referenced testing and its impact on a compensatory reading laboratory program in the Houston public schools. After describing the program and the rationale for the selection of a criterion referenced test, a study of the teachers' utilization of the test and of pretesting and posttesting of program participants is outlined. Results indicated that the reading specialists had generally positive opinions about the criterion referenced test and the testing program as implemented. A positive relationship between degree of test utilization and individualization of instruction was suggested. High implementation of test results produced higher gains in pre/post comparisons.

63. Cunningham, Claude H.; Williams, Frank P. Magnet School Project Evaluation First Annual Report, 1975-76. Houston, Tex.: Houston Independent School District, 1976. 31p. ED 145 517.

The Magnet School Plan as presented to the court and subsequently approved in July, 1975, contained four action areas: (1) reduce the number of schools that are 90 percent or more white or combined black and brown, (2) reduce the number of students attending schools that are 90 percent or more white or combined black and brown, (3) provide free transportation to all students attending magnet schools, and (4) report student enrollment and teacher assignment by ethnic group in each magnet school biannually. These action concerns have been translated into 34 programs operating in 32 schools as either schools-within-schools, add-on programs, cluster centers, or separate and unique schools. This comprehensive report contains evaluation of the degree that each program has met its objectives and of the degree that the total project has met the objectives for intergration as approved by the court. The Phase I programs were able to achieve 81.5 percent of their 232 objectives. Four general problems were reported--curriculum development, transportation, recruitment, and purchase of materials.

64. Thompson, B.; Cunningham, C.H. The Compenstory Potential of Competency-Based Education. April 1977. 16p. ED 136 369.

This paper summarizes the results of a study of student achievement and student attitudes toward competency-based curriculum in one high school in the Houston Independent School District. Students were asked to rate instructional modules they completed during one academic year. They were given parts of the California Achievement Test and the Vocational Preference Test (intended to measure personality factors), in addition to the Module Opinionnaire. The findings indicate that competency-based education's compensatory potential is not inherently limited by requirements that students have high reading skills or certain other characteristics. Student ratings of modules on factors labeled "difficult," "useful," and "dull" are but little related to academic skills or personal characteristics of high school students.

INDIANAPOLIS PUBLIC SCHOOLS

65. Sheridan, Rita. Augmenting Reading Skills Through Language Learning Transfer. FLES Latin Program Evaluation Reports, 1973-74, 1974-75, 1975-76. Indianapolis, Ind.: Indianapolis Public Schools, 1976. 27p. ED 135 218.

A project was begun in 1973 in the Indianapolis Public School system based on the hypothesis that English language skills and the control of syntactic structures can be measurably improved through participation in a specially designed Latin FLES program stressing the importance of Latin root words. Goals of the project were to assess whether or not the study of Latin and classical civilization will: (1) expand the verbal functioning of sixth grade children in English, and (2) broaden their cultural horizons and stimulate an interest in humanities. The project was directed towards approximately 400 sixth graders in six schools, all studying Latin and classical civilization in a program coordinated with their regular classes. They received a thirty-minute lesson each day five days per week taught by a Latin specialist. The present program evaluation report shows overall gains in word knowledge, reading, language, spelling, math computation, math concepts, math problem solving, and social studies after the first year, and gains in spelling, reading, and math concepts following the second and third years of the program, as seen from results on subtests of the Metropolitan Achievement Test. Teachers' evaluations of the program were generally favorable.

JEFFERSON COUNTY BOARD OF EDUCATION

66. Project Student Concerns. Interim Report. Louisville, Ky.: Jefferson County Education Consortium, 14 September 1977. 218p. ED 145 066.

This report investigates the disproportionately high suspension rate of black high school students in the newly integrated Louisville-Jefferson County school district. Data were obtained as a result of interviews with 24 administrators, 84 teachers, and 49 suspended students and their parents. The report concludes: (1) Black students are more likely to be suspended than white students for all offenses except class cutting; (2) Black and white students seem to be equally informed of school rules, though some faculty members suggest students' ignorance of the rules as a reason for disproportionate black student suspensions; (3) Parents feel suspension is too frequently used; (4) All groups interviewed agree that loss of instructional time is the most negative aspect of suspension and that behavior posing the threat of injury to others should result in suspension, but opinions as to what should be other suspendable offenses varied widely among the four groups interviewed; (5) Faculty and administration tended to similarly explain disproportionate suspensions of black students, but most frequently cited reasons were related to racially assigned attributes; (6) Data from this and other studies conducted in the same district indicate unequal application of discipline in the schools. The report makes recommendations for remedying the problem of disproportionate suspension of black students.

LOS ANGELES UNIFIED SCHOOL DISTRICT

67. Avance, Lyonel D.; Carr, Dorothy B. Development of Audio and Visual Media to Accompany Sequenced Instructional Programs in Physical Education for the Handicapped. Final Report. July 31, 1972. Los Angeles, Calif.: Los Angeles Unified School District, July 1972. 247p. ED 131 640.

Presented is the final report of a project to develop and field test audio and visual media to accompany developmentally sequenced activities appropriate for a physical education program for handicapped children from preschool through high school. Brief sections cover the following: the purposes and accomplishments of the project; the population served (children in the Los Angeles City Schools), the project's focus (physical education for the handicapped), and scope of the project; procedures for staffing the project, for involving professional experts, for involving remedial physical education teachers, for porducing S8mm loop films and audio-tape cassettes, and for field testing the materials with 2,800 students; and field test findings supporting the value of the materials developed. The bulk of the document consists of appended material with information on audio and visual media in five areas: motor and movement skills (such as guided running, rolling a ball, and catching hoops), playground and recreation skills (such as sand play, basketball, and soft tumbling), rhythmic skills (walking, German clap dance, and rhythm circle), swimming skills (breath control, back float, and beginning stroke), and physical fitness (running endurance, jumping jacks, and balance). Cassette tapes and S8mm loop films for each activity are described in terms of the target audience of the program, the participants in field testing, the skill involved, length, summary, narration, instructions for the photographer, and instructions for the students.

68. Crawford, Alan N. Aides to Career Education, 1975-76: An Evaluation. Los Angeles, Calif.: Los Angeles Unified School District, 1976. 30p. ED 136 071.

The Aides to Career Education (ACE) Program employs instructional aides to help disadvantaged vocational education students in Los Angeles develop positive attitudes toward education and employment, more cooperative behavior, pride in their course work, efficiency in completing assigned tasks, and improved attendance. In 1975-76 (the fourth year) there were 289 aides assigned to 49 high schools and one regional occupational center plus 13 counselor aides in 13 urban impact schools. The 1975-76 evaluation included analysis of quantitative data, administration of questionnaires to certificated, classified, and student personnel, and onsite visitations by project administrators. Findings indicated that the program was effective in meeting its overall goal of increasing individual assistance to disadvantaged students. The program had a generally positive effect on the students assisted, especially on the slower ones. The greatest efforts of the aides were in the area of direct assistance to students. Project objectives for median ratings of 3.0 or more (on a 1-4 scale) were met in all areas and were higher than in the previous year; attendance of students in classes with ACE aides was also higher. Monthly inservice education workshops for development of aides' skills and for acquisition of feedback

about the program were found to be generally effective. Provision of career guidance counselors and of teacher-developed instructional materials was found by teachers to be valuable. For the third year the number of hours assigned to each aide and the number of aides assigned to each school were reported to be inadequate to meet student needs. Data analysis and recommendations are included.

69. Silberman, Harry F. An Evaluation of Decentralization in a Large School District. April 1977. 20p. ED 139 816.

In October 1975, the School Board of the Los Angeles Unified School District appointed a Citizen's Committee to conduct an appraisal of the management of the school district. This Citizen's Management Review Committee (CMRC) organized itself into five subcommittees: Management, Policy, Personnel, Budget, and Decentralization. The Decentralization Subcommittee attempted: (1) to identify problems that are facing the schools as perceived by various groups in the district; (2) to evaluate the operation of the Community Advisory Councils (CAC); and (3) to assess the extent to which the administrative decentralization of the school district has progressed toward the goals and recommendations that are expressed in district policy documents. A random sample of 50 schools was selected. At each school, in-depth open-ended interviews were held with principals, teachers, and parents. Analyses revealed that power has not been significantly redistributed by decentralization, but that decentralization has increased the equivocality of authority and accountability in the system.

70. Title IX On-Site Evaluation-- Elementary School and Secondary School. Los Angeles, Calif.: Los Angeles Unified School District, 1976. 10p. ED 141 952.

This evaluation form is intended to encourage elementary and secondary schools in the district to comply with the 1975 regulations for implementation of the ESEA Title IX law forbidding discrimination on the basis of sex. The Title IX officer from the district office visits individual schools to evaluate such areas as physical education, counseling, intramural athletics, employment, and student treatment, as well as to make sure students are not discriminated against on the basis of marital or parental status. A report of the evaluator's findings is sent to the schools evaluated, and records are kept in the district office to keep track of trends in Title IX compliance.

METROPOLITAN NASHVILLE - DAVIDSON COUNTY PUBLIC SCHOOLS

71. Hooper, Richard. An Evaluation of the Community Education Program of Metropolitan Public Schools of Nashville-Davidson County, 1975-76 Report. Nashville, Tenn,: Nashville-Davidson County Metropolitan Public Schools, August 1976. 92p. ED 132 689.

The results of the evaluation of the community education program of the Nashville-Davidson County (Tennessee) Metropolitan Public Schools

are contained in this volume. Evaluation questionnaires were sent to participants in all seven Nashville-Davidson County community schools, as well as to school administrators and to community organizations using community school facilities. Although only 32 percent of the participants contacted responded to the questionnaire (most of these from one school), the evaluators concluded that this sample was representative of all community education participants. The percentages of response from administrators and community agencies were higher. Generally, the respondents gave the community education program high ratings. Four-fifths of the surveyed program participants said they planned to take part in other community education activities. A majority of the administrators believe that the program has improved school-community relations.

72. Hooper, Richard. The Good Friends Volunteer Program Evaluation Report. Nashville, Tenn.: Nashville-Davidson County Metropolitan Public Schools, August 1976. 117p. ED 132 141.

The Good Friends Volunteer Program was established in 1974. During the 1975-76 school year, over 3,000 volunteers in 110 schools participated in the Good Friends program. Duties included giving individual attention to students; enriching programs in such areas as music, art, dramatics, and crafts; tutoring in reading or math; helping in the library, office, playground, or clinic; preparing instructional materials; and transporting other volunteers. Volunteers worked as little as one hour per week up to as much as 30 hours per week. The program evaluation consisted of administering five questionnaires to the affected population-- volunteers, teachers, local coordinators, principals, and students in grades 5-12--and interviewing a sample of students in grades K-4. Results are reported for each survey question, and the percentage of responses for each question is noted. On the whole, the Good Friends Volunteer Program received a positive evaluation. The appendices provide samples of the survey forms, guidelines for the Good Friends program, and an organizational diagram .

73. A Prevention - Intervention Model for Students' Learning and Behavior Problems. Final Report, July 1974 - July 1975. Nashville, Tenn.: Nashville - Davidson County Metropolitan Public Schools; Nashville, Tenn.: Tennessee State Dept. of Mental Health, Child and Youth Development Inst., October 1975. 154p. ED 131 634.

Provided are the final evaluation results for the fourth year's activities of the Prevention-Intervention Project -- a program to train teachers to deal with the behavioral, academic, and other-problem difficulties of elementary and junior high school aged children in a normal school environment, and to field test a residential model for working with these same problems. Evaluation results are noted to show that behavioral objectives set by support teachers were met; that parents were supportive of the program; and that intensive, consultative input and evaluative feedback was needed for the support teacher teams to become optimally effective. A large part of the document consists of tables on evaluation results for such areas as individual interventions, group interventions,

referrals for psycological services from experimental schools, elementary team case load characteristics, and success ratings for target cases by system. The remainder of the report is made up of appendixes which include a list of heuristic feedback checklist categories, a copy of the executive committee questionnaire, and copies of papers presented by W. Pyle, L. MacKay, B. Lewis, and R. Cantrell, at the 1976 Annual International Convention of the Council for Exceptional Children.

MILWAUKEE PUBLIC SCHOOLS

74. Bilingual/Bicultural Education Program; Programa De Educacion Bilingue/Bicultural, 1975-1976. Milwaukee, Wis.: Milwaukee Public Schools, Dept. of Educational Research and Program Assessment, 1976. 201p. ED 134 669.

A description and evaluation of the Elementary and Secondary Education Act Title VII-funded Bilingual/Bicultural Education Program in Milwaukee, Wisconsin is provided in this report. A developmental system of bilingual education enabled kindergarten through twelfth grade pupils to learn all subject content in both English and Spanish in the context of Hispanic Culture. The bilingual/bicultural teaching and supervisory staff developed curricula to implement program goals aimed at educating students to feel at home in both the English and Spanish language and the American and Hispanic cultures. When Bilingual Project participants were compared with national norms and Title I or Spanish-surnamed comparison groups, standardized test results demonstrated that the goal of grade level progress was achieved at kindergarten, lower and upper primary levels in readiness, English reading, and mathematics. Equivalent progress was not demonstrated at middle primary grades, but at the upper primary level, Bilingual Program achievement exceeded that of the Title I reading and mathematics programs.

MINNEAPOLIS PUBLIC SCHOOLS

75. Faunce, R.W.; Walen, Tracy. The Minneapolis Accountability Project: 1972-1976. Final Report. Minneapolis, Minn.: Minneapolis Public Schools, Dept. of Research and Evaluation, January 1977. 79p. ED 135 832.

The Minneapolis Accountability Project was an effort of the Minneapolis Public Schools to provide greater accountability to the public by helping citizens evaluate school programs. Citizens' study groups were provided with staff to help them in a year-long study of a topic selected by a citizen's advisory board. Study committees met weekly throughout the school year and made recommendations to the school board in the spring. Followup activities sought to promote implementation of the recommendations. The project operated from September 1972 through June 1976 and produced six studies: Pupil Progress Reporting, Use of Teachers' Skills, Basic Skills, Curriculum Development Procedures, Community Participation, and School Discipline. This report summarizes the project's four years.

Emphasis is placed on the final year since the first three years have been described in earlier reports. An attempt is made to assess the project's impact. Participants were surveyed, study committee chairpersons assessed their committee's impact, state and local school officials gave their views, and newspaper reports of the project were reviewed. An independent evaluator hired by the state evaluated the project. Finally, an estimate of the status of the 95 recommendations made by study committees is given. Reactions of participants, the press, the state funding agent, the independent evaluator, and the superintendent were favorable. However, implementation of recommendations varied with the topic, and committee chairpersons' views reflected this variation. All chairpersons, however, felt the Accountability Project itself was worthwhile.

76. Higgins, Paul S.; Faunce, R.W. Attitudes of Minneapolis Elementary School Students and Senior Citizens Toward Each Other. Report No. C-76-34. Minneapolis, Minn.: Minneapolis Public Schools, Dept. of Research and Evaluation, March 1977. 40p. ED 139 834.

By surveying 529 fifth grade students in eleven Minneapolis schools and 260 senior citizens in nine senior citizens' clubs, this study attempted to answer three questions: (1) How do children feel about senior citizens? (2) How do older people feel about children? and (3) Do they have accurate perceptions of each other? This group of senior citizens and fifth graders had very favorable views of themselves and the other age group. Senior citizens had a somewhat more favorable view of senior citizens than they did of children and the children also held more favorable views of senior citizens than they did of children their own age. Many seniors were unaware of the considerable interest they shared with students in hobbies and other creative pursuits. Other findings are discussed. A questionnaire for fifth graders and one for senior citizens are appended.

77. Higgins, Paul; And Others. Student Advisory Committees in Minneapolis Public Secondary Schools Participating in the 1974-75 Emergency School Aid Act Project. Report No. C-74-71. Minneapolis, Minn.: Minneapolis Public Schools. Dept. of Research and Evaluation, May 1976. 23p. ED 133 382.

During the 1974-75 school year, 11 Minneapolis public secondary schools formed Student Advisory Committees (SAC's) as one of the conditions of their receiving federal desegregation funds under the provisions of the Emergency School Aid Act (ESAA). No ESAA funds were allotted for operation of the SAC's, however. The 11 schools with SAC's included eight junior highs and three senior highs. According to federal ESAA regulations, the SAC in each school was supposed to constitute a "true cross section" of the student body. The SAC was to serve as the students' voice in the improvement of school programs: including, for example, the reading and Counselor Aide programs funded under ESAA in Minneapolis. At the request of the Minneapolis ESAA Project Administrator, staff from the Minneapolis Schools' Research and Evaluation Department studied SAC membership and operation. This study answered two questions:

(1) Did the SAC's follow federal ESAA regulations during 1974-75? It was concluded that given the amiguity of ESAA regulations and avoiding their literal interpretation, most of the schools made a good faith attempt to elect SAC's fairly representing their racial groups. However, 5 of the 11 SAC's were not elected by students. (2) How did the SAC's operate during 1974-75? It was found that each of the SAC's met once a month or more, on the average. The SAC's sponsored a variety of educational, social, and other activities.

78. Mc Cormick, Fred C. Third Party Evaluation of the Saint Paul-Minneapolis Career Education Project. Interim Report. Minneapolis, Minn.: Educational Management Services, Inc., 30 June 1976. 77p. ED 133 564

Second-year evaluation of the career education projects at Saint Paul and Minneapolis from October 1975 through June 1976 was conducted in three phases: Management activities, curriculum development/inservice workshops, and student outcomes. Findings indicated evidences of community involvement, staff development through inservice activities, cost effectiveness, infusion of career education into the general curriculum, and student growth in career awareness and maturity. However, more time is needed at both sites for planning and inservice programs. The report presents project background, major activities and accomplishments, and evaluations of the two sites. Results of teacher and student surveys and some project materials are included.

79. Morley, Anthony J. Southeast Alternatives; Final Report 1971-76. Minneapolis, Minn.: Minneapolis Public Schools, July 1976. 235p. ED 134 671.

The result of a five year project on alternative schools within the public school system of Minneapolis, Minnesota, this report provides a complete description of the project from the pre-planning and proposal stage through the final evaluation. The program was implemented in the Southeast area, a community consisting of several communities with different racial and socio-economic characteristics. It involved four K-6 alternative schools: a contemporary school, an open school, a continuous progress school and a free school. It also had one high school which offered options in school programs. All the schools emphasized cooperation between parents, administrators and teachers. Parent participation and community education were major components of the program. Since the five year federal project has ended, the local school board has voted to continue alternative education for all students in Minneapolis schools.

80. Publications of the Research and Evaluation Department, July 1973 - February 1975. Minneapolis, Minn.: Minneapolis Public Schools, Dept. of Research and Evaluation, February 1975. 6p. ED 143 657.

This document lists publications relevant to performance-based teacher education published by the Research and Evaluation Department of the Minneapolis Public Schools from 1973 to 1975.

MONTGOMERY COUNTY PUBLIC SCHOOLS

81. Morgan, Catherine E.; And Others. Evaluation of Computer-Assisted Instruction, 1975-76. Rockville, Md.: Montgomery County Public Schools, March 1977. 30p. ED 139 655.

Operation Whole Numbers (OWN), a computer assisted instructional approach to the four arithmetic operations (addition, subtraction, multiplication, and division), was used in nine elementary schools from January 1975 through June 1976. This report contains a brief description of the OWN program, a discussion of the work required to implement the program beyond the single-school pilot phase, and an evaluation of the effect of the program in the nine schools. The evaluation of the OWN program was conducted by comparing the performance of students from the nine schools using the OWN program to performance of students from four schools using a traditional approach. All students were given a pretest and posttest developed specifically for this investigation. The test results showed that in each grade (3-6), students using the OWN program made significantly greater improvements than did students in the traditional approach. Benefits of the program were substantial for third and fourth grade OWN students who had scored below average on the pretest; these students averaged from 3.6 to 4.2 months gain. When teachers' attitudes toward the OWN program were examined using a Likert-type questionnaire, 87% of the teachers expressed a favorable overall opinion of the OWN program and 90% responded that their students enjoyed working with the program.

82. O'Brien, Rosemary, Comp. Alive...Aware...A Person: A Developmental Model for Early Childhood Services with Special Definition for Visually Impaired Children and Their Parents. (Included Addendum I: Assessment Activities and Achievement Criteria). Rockville, Md.: Montgomery County Public Schools, 1976. 521p. ED 135 183.

Provided is a manual describing a model for early childhood services for visually impaired children (birth to school readiness); presenting the philosophical framework from which the services were developed; and providing some field-tested strategies for intervention with the children and their families. Section I describes how the model was developed and funding obtained, with chapters one and two covering a statement of needs and objectives, design of the program, procedures, staffing patterns, and support requirements; and chapter three reviewing the pilot study and project validation. Reviewed in Section II is literature on the impact of blindness on family and child, theoretical approaches in early childhood education, and language development. Chapters are devoted to the methodology of the field testing study, and the results and discussion of findings. Section III presents resource material to assist with assessment and program planning for teachers and others who provide early teaching and counseling services for children and their parents. Sections cover motor, language, sensory/perceptual, social awareness, and cognitive/creativity development. Tables and charts are provided throughout the text. Appended materials include lists of instructional materials and equipment and suggested resources, language evaluation scales,

instructions for use of the eye report, and assessment activities and achievement criteria.

NEW YORK CITY BOARD OF EDUCATION

83. Abordo, Enrique J. Summer Program of Reading and Mathematics for Handicapped Pupils in Special Education Classes (Neurologically Impaired - Emotionally Handicapped, Emotionally Handicapped, and the Demonstration Classes for the Teacher Training Institute). Summer 1975. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 123p. ED 136 481.

Evaluated was a summer program in reading and mathematics for handicapped pupils in special education classes designed to maintain and improve these skills through individualized and small group instruction. Initial diagnostic testing using criterion-referenced tests indicated target areas for basic skills instruction, which was implemented through the use of a prescriptive multi-modal teaching method. After retesting, for each of the four components involved--neurologically impaired/emotionally handicapped, emotionally handicapped (A and B classes), neurologically impaired and/or severely physically handicapped, and emotionally handicapped and neurologically impaired (demonstration classes) -- it was found, in respective order, that 91 percent, 77 percent, 85 percent, and 78 percent of the students mastered at least one math objective; and 93 percent, 78 percent, 87 percent and 61 percent mastered at least one language objective. Furthermore, the results indicated that in either category the majority of participants could obtain from one to four instructional objectives. Appended materials include behavioral objectives used and results in tabular form.

84. Abramson, Jacob. Bushwick High School Bilingual Bicultural Project: School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation. 1976. 19p. ED 137 466.

This report is an evaluation of a New York City school district educational project funded under Title VII of the Elementary and Secondary Education Act of 1965. The project was designed to offer bilingual instructional and supportive services to ninth and tenth grade Hispanic students. Its objectives were (1) to increase student performance on the New York City Language Fluency Scale, (2) to increase student performance in reading achievement in both English and in the native language; (3) to increase student competency in social studies, science, and math; (4) to increase the attendance of the students in the program; and (5) to instill more positive attitudes toward self and school in these students. Detailed statistics showed that the objectives of the program were met.

85. Abramson, Jacob. New Utrecht High School Bilingual Program, CAPISCO. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 18p. ED 142 667.

The CAPISCO Bilingual Program at New Utrecht High School in New York was designed to offer bilingual instructional and supportive services to predominantly ninth and tenth grade Italian students. The target population consisted of approximately 150 Italian language dominant students receiving intensive instruction in English as a second language, and instruction in their native language in the three content areas of Social Studies, Science and Mathematics. They also received instruction in native Italian language in order to improve their linguistic skills and to obtain an awareness of their background together with the artistic, scientific, and social contributions made by their people through the ages. These students were integrated with English dominant students in Music, Art, Health Education, Typing and Industrial Arts. Objectives of the program are that the students gain in reading, arithmetic, and native language reading achievement. Among the findings are the following: (1) each grade, as well as all grades combined, demonstrated gains in reading achievement beyond normal expectancy on the Stanford Achievement Test; (2) the total group demonstrated significant gains in language reading achievement; (3) each grade, as well as all grades combined, showed significant gains in arithmetic achievement beyond normal expectancy on the Metropolitan Arithmetic Achievement Test; (4) in general the participation of students and teacher--student relationship was good; (5) pupil attendance rates increased, and attitudes toward school and toward self improved.

86. Almeida, Cynthia H. East Harlem Pre-Kindergarten Center, School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 35p. ED 142 628.

This report is an evaluation of a selected New York City Umbrella program, funded under a special grant from the New York State Legislature. The program, established to service the needs of working parents, children from families where the older siblings had been behind in school achievement, and families with serious social and economic problems, served 63 four year old children in East Harlem. The center program consisted of two full-day and two half-day classes. There were fifteen pupils in each class with a teacher and a paraprofessional. One of the all-day classes was bilingual with instruction in Spanish and in English. The objectives of the program were to provide a stimulating preschool learning environment. In addition, as a result of participation in the bilingual-bicultural class, the pupils were expected to devlop a more positive self image. Program personnel included a coordinator, three teachers, three paraprofessionals, and one family assistant. Parents were involved in workshops. This program evaluation indicates that pupil achievement levels in the selected skill areas were above chosen criterion levels, and parental involvement in activities was almost attained at proposed criterion levels.

87. Almeida, Cynthia H. Pictures as a Basis for Teaching Reading, School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 27p. Ed 141 483.

This report is an evaluation of a selected New York City Umbrella program, funded under a special grant from the New York State Legislature. The primary goal of the program was to improve the reading achievement of first and second grade pupils in selected schools through the use of photographs taken by the pupils. The program was conducted in six elementary schools in four school districts in New York City and involved approximately 280 pupils who had scored two years or more below grade level on citywide reading tests. Seven second grade and three first grade classes were included in the program. Two of the second grade classes were bilingual. The program was staffed by a coordinator, an educational associate, two educational assistants, two teacher aides, and two student aides. The evaluation objectives were: (1) to determine the extent to which the program was implemented in accordance with the specifications described in the program proposal; (2) to determine whether 70 percent of the first grade pupils and 90 percent of the second grade pupils would master the ten selected instructional objectives chosen from the Prescriptive Reading Inventory, Red Book, Level A; and, (3) to determine whether pupil attitudes toward school would improve as demonstrated by increased school attendance. Although program guidelines were fully implemented, the absence of ongoing professional supervision and direction of the instructional process and teacher misinterpretation of the objectives of the program resulted in an undertaking that lacked the necessary elements of an educational program. With regard to pupil reading performance, grade one pupils attained their criterion level for two out of the ten instructional objectives. Grade two pupils did not attain criterion level for any of the ten selected objectives. Since program pupil attendance was already high at the beginning of the program and slightly higher than nonprogram pupil attendance, expectations of additional increases in attendance by program classes were found to be unrealistic. Tabled data and recommendations are included in the report.

88. Almeida, Cynthia H.; O'Saughnessy, Thomas. Corrective Reading Services in Nonpublic Schools, ESEA Title I 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 38p. ED 137 455.

This document presents a description and evaluation of the Corrective Reading Services Program designed to serve approximately 13,769 eligible, educationally deprived pupils in 229 nonpublic schools of New York City during the 1974-1975 school year. The purpose of the program was to improve the reading level of the students through a corrective reading component designed to supplement the regular reading program of the schools served. Students in the program had to meet the dual eligibility criteria of residence in a target area and a level of educational achievement below minimum grade level competency. Emphasis in the selection process was placed on students between grades one and six, although students above that level who showed significant retardation were given service. Instructional time

varied from one school to another. Classes ranged in length from 45 to 60 minutes. The instructional methods used by each teacher varied, but they were geared to meeting the needs of individual students. The evaluation had two aims: to determine if the implementation of the program had been conducted in accordance with the proposal guidelines and to determine if there was a statistically significant increase in pupil reading achievement for the 1974-1975 period, as measured by standardized tests. In terms of implementation, it was found that the program and the proposal guidelines coincided. In terms of pupil achievement, it was found that achievement in reading was outstanding, on the whole, the only exception being grades 10 and 12.

89. Balinsky, Warren. Integrated Bilingual Demonstration Project for High Schools; 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 23p. ED 142 595. Appendix not available.

This integrated bilingual-bicultural program attempted to improve student achievement in oral and literate mastery of both Spanish and English. The program was funded under the Elementary Secondary Education Act, Title VII and was in its third year of operation in New York City. Two hundred ninth and tenth grade Spanish dominant students participated in the program. Students were selected for the program by both referral from guidance counselors and voluntary enrollment. The objectives of the program were to improve language proficiency and academic achievement in mathematics, social studies, and science bilingual curricula. Other program objectives were improvement in school attendance, decline of the number of dropouts, and a decrease of student referrals to the guidance office for disciplinary problems. Teacher-made tests in mathematics, social studies, and science were administered at the end of the school year. Speaking and comprehension in English, and reading in Spanish were assessed by standardized tests in Spanish. All students in the project demonstrated improvement in these areas. The students also had fewer disciplinary problems and guidance referrals than the school as a whole. Additionally, significant improvement in speaking and English comprehension was achieved by the students.

90. Balinsky, Warren L. Reading and Mathematics for Chronic Absentee High School Entrants. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 23p. ED 138 695. Paper copy not available.

This absentee program funded under Title I of the Elementary and Secondary Education Act of 1965 was evaluated for the New York City Board of Education. Four Brooklyn high schools participated in the program. Selected students were retarded by two grades or more in reading and mathematics as indicated by their standardized test scores. They also had been absent from school for 30-50 days during the previous four to five months. The absentee program provided reading and mathematics in individualized and group instructional settings and supportive and follow-up services for 230 ninth grade students who were not benefiting from instruction at their home schools. The program consisted of two six-week cycles followed

by the students' re-entry into the mainstream of their home schools. The absentee program was implemented at the Community Satellite Center located near the students' neighborhoods. Correlated T tests were used to evaluate the extent of students' reading and mathematics improvement and program attendance. In addition, the extent to which the implemented program corresponded with the proposal guidelines was evaluated. All students received instruction in reading and mathematics; and preprogram attendance was compared to program attendance. The results indicated growth in both reading and mathematics. Preprogram and program attendance rates were statistically significant. The program was implemented exactly as described.

91. Baratta, Anthony N. Skills Remediation in Reading for Optional Assignment Pupils; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 23p. ED 137 444.

The Skills Remediation in Reading for Optional Assignment Program (TOPS) was conducted for 4,569 students in 27 high schools in New York City. The participants were Title I optional assignment students in grades 9 through 12, whose reading ability was a minimum of two years below grade level based on the Metropolitan Reading Tests. Students were selected by the guidance counselor in the participating high school. This program operated in 56 reading skills centers or labs. The 4,569 students were assigned to a daily period of reading instruction in addition to their regular English classes. The thrust of the program was that of individualized instruction using diagnostic prescriptive techniques in the reading skills lab. The evaluation consisisted of a comparison between real post test and predicted post test scores as measured by the Metropolitan Achievement Tests in reading. Data were obtained from 81 percent of the students. Findings indicated that the students in this program progressed beyond their previous record of achievement in reading skills development.

92. Becken, Basil B. Reading Skills Laboratories for Alternative High Schools. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 18p. ED 142 666.

This project provided individual and small group remedial reading instruction to pupils in 14 alternative high schools in New York City. Students were assigned on the basis of a minimun of two years retardation in reading skills as determined by standardized reading achievement test scores, recommendations of guidance counselors and staff judgements as to need. All work took place in a specially equipped reading laboratory. A total of 707 pupils were reported as having been tested before and after participation in the program. It was concluded that the program had satisifed its objective with respect to improvement of reading skills of pupils on all grade levels.

93. Bergenn, Victor W. College Discovery and Development Program; School Year, 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 37p. ED 135 916.

The primary objective of the College Discovery and Development Program (CDD), funded under the Elementary Secondary Education Act Title I, has been the discovery and development of the college potential of high school youth who are academically and financially disadvantaged. This program was designed to improve the reading and mathematics performance of the students in the target population. The program began in September 1975 at three Title I high schools. Participating students were enrolled in the tenth, eleventh and twelfth grades. The 748 students who were at least two years retarded in reading and mathematics entered the program. Pre and post tests, on-site observations and visits provided evidence that the proposed program was implemented as planned.

94. Berger, Barbara. Teacher Training and Program Development in Motor Education for Handicapped Children in New York City Elementary Schools. September 1974-June 1975. Evaluation Report. Brooklyn: New York City Board of Education , Office of Educational Evaluation, 1975. 29p. ED 136 491.

Evaluated was a program designed to improve the perceptual, motor/ sensory skills of 1,002 handicapped children (5-21 years old) in New York City schools. Program components included motor education training for students, inservice training of classroom teachers and periodic teacher workshops, and parent education through workshops and specially designed training materials. Findings showed that students made significant gains in motor skills as a result of training; that a positive training effect was also evident for classroom teachers; and that the program proved to have a comparable positive impact on parents as well. Recommendations were made that services be enlarged to include additional classes of learning disabled and blind students; and that the scope of teacher training be expanded. Appended materials include sample data report forms; and copies of the Motor Proficiency Screening Test, the teacher questionnaire, and the parent questionnaire.

95. Berger, Dan. Corrective Reading, Corrective Mathematics and Bilingual Instruction of Pregnant School Age Girls; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 20p. ED 137 463. Paper copy not available.

This program, funded under Title I of the Elementary and Secondary Education Act was designed to provide continuity of instruction in reading and mathematics for eligible pregnant school age girls in New York City. It was also designed to provide bilingual English-Spanish instruction for eligible students. The target population for the program was pregnant girls who were in attendance during the regular school year at one of the six facilities for pregnant girls in New York City. Approximately 1900 pregnant secondary school age students participated during the school year. The corrective

reading program was designed to foster independence in the use of word-attack and comprehension skills. Through testing, weaknesses were diagnosed and treatment recommended during the pupil teacher and teacher guidance counselor conferences. Students were selected for participation in the corrective reading and corrective mathematics programs on the basis of their being at least two years retarded in either subject in attained grade equivalent scores. Each participant was to attend the program five days a week, five hours a day, during the 1974-1975 academic school year. Based on an analysis of test results and site visits it was determined that the program provided a vital service to pregnant school-age girls who were two or more years retarded in reading and/or math.

96. Berger, Dan. Guggenheim Museum Children's Program: Learning to Read Through the Arts, School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 8p. ED 138 663. Paper copy not available.

"Learning to Read Through the Arts" had as its target population 130 Title I eligible children ages 10 to 12 who were performing at least two years below grade level in reading. Student selection was based on standardized achievement test scores. The program focused on the improvement of reading skills through motivating pupil interests. Supplementary workshops in the arts, (dance, theater, music, painting, sculpture, mixed media, drawing, printmaking, puppetry, crafts, film making, and others) were closely correlated with the reading program. Weekly field trips supplemented the instructional program. A workshop was provided for parents. Based on the evaluator's site visits and California Achievement Test results, the program succeeded in serving the needs of the 130 enrolled students. Most of the recommendations made in a previous evaluation of the program were implemented: the program was expanded to more days of the week, the program was emulated by other schools, a workshop in crafts and communications and a parents' workshop were included, emphasis continued to be on self discovery, and more materials were obtained. The program improved the enrolled students' reading skills, increased their artistic interest, and improved their motivation to read.

97. Berger, Kenneth. Central 1974-1975 Title I Remedial Services for Eligible Nonpublic School Pupils; Reading Skills Center Component, School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 29p. ED 137 462.

The 1974-1975 Reading Skills Center component of the Elementary and Secondary Education Act Title I Remedial Services for Eligible Nonpublic School Pupils Program was designed to provide intensive diagnostic-precriptive reading instruction for students in grades four through eight who had evidence of reading retardation in excess of two and one half years below their nominal grade level. Priority for participation in the program was given to those pupils who had previously participated in the Title I nonpublic school corrective reading program and who had made little or insufficient progress. Students attended centers in groups of five students per teacher.

They received instruction for three to five sessions per week in class periods ranging from 45 to 60 minutes. Two teachers were located at each of the eight centers so that a total of about four hundred students could be served. Instruction centered around the use of the Random House High Intensity Learning System in Reading. This system is composed of three major components: the classroom management system, a library of reading materials, and a staff development program. The classroom management system contains a compilation of 500 specific reading objectives with a listing of the precise instructional activities that foster the attainment of the specified objectives. The evaluation objective, "showing significant improvement in reading", was achieved. Program strengths included a favorable teacher student ratio, the quality of the teaching staff and their effort, skillful supervision, the selection of appropriate facilities and materials, and the eclectic approach of program staff.

98. Bertoldi, Arthur R. Remediation for Auxiliary Service Students; Evaluation Period, School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 29p. ED 135 926.

The Auxiliary Service Program provided counseling, remedial math and remedial reading instruction, and high school equivalency study to Title I students who were two or more years below grade level. Eleven day and evening centers located in various boroughs in New York participated. The evaluation consisted of a comparison between pre and post test scores achieved on the Metropolitan Achievement Test in reading and on the New York State Arithmetic Computation Test in Mathematics. In addition students' scores on alternate forms of these tests were obtained at various points during the program. High school grade levels at the time of enrollment were noted and a detailed account of attendance records was also maintained. Among the major findings of the evaluation are the following: (1) although monthly and daily attendance patterns were flexible, the average student attended school for five and one half months or 54 days of instruction, and (2) both remedial programs produced statistically significant achievement growth.

99. Bloom, Irving. Bilingual Pupil Services; Summer, 1975. Brooklyn: New York City Board of Eudcation, Office of Educational Evaluation, 1975. 30p. ED 137 452.

This paper describes and evaluates the bilingual Pupil Services Program in New York City. This program provided small group instructional services in reading and mathematics to students of Hispanic background whose regular teachers and bilingual coordinators identified them as requiring supplementary instruction because of language difficulties or other related educational handicaps. These services were provided to groups of about seven children to each bilingual professional assistant, educational assistant, or educational associate assigned to the classroom. The number of pupils served was approximately 410 at 19 sites in grades one through nine. The stress in the bilingual

program was placed on language development skills and reading skills used to learn mathematical concepts and computations. The evaluation indicated that on the Cooper-McGuire criterion referenced tests which were used in most of the districts, the students at all age levels achieved 70 percent mastery of the identified reading objectives. Mathematics results are not reported since a standardized instrument in mathematics was not used.

100. Brandt, David E. Reading Skills Laboratories-Optional Assignment, School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 18p. ED 137 439.

This document describes and evaluates the Reading Skills Laboratories Optional Assignment Program for the school year 1974-1975. The purpose of this program was to improve the reading skills of high school students (grades 9-12) whose reading fell two or more years below their grade level. The program was conducted in eight alternative independent mini high schools in the New York City school system. Among the program objectives were the following: to improve reading levels, to generate more positive attitudes toward reading, and to provide students with reading skills that would improve performance in other academic areas. The program combined an individualized approach to reading together with high interest level reading material. One of the major strengths of the program was the teaching staff and their ability to establish an excellent working relationship with their students. One of the major weaknesses of the program was poor student attendance at some schools. Student reading levels were improved and more positive attitudes toward reading were generated for many of the students who did attend school.

101. Brown, Eric R. Ethnic Heritage Learning Resource Center. Brooklyn: New York City Board of Education, Office of Educational Evaluation June 1975. 10p. ED 135 932.

This paper provides a description and evaluation of the Ethnic Heritage Learning Resource Center, a program designed to provide a concentrated and personalized enrichment program of instruction to children showing severe reading deficiencies. Approximately 1,200 fourth and fifth graders drawn from eight schools in New York City participated. The Center used special ethnic materials, special procedures, and paraprofessionals. Each of the eight schools sent its own selected students to the center at least three times a week for a full day. There, the children learned about African or Hispanic culture and participated in reading-related activities. Program evaluation consisted of a site visit conducted at the end of the project period, and of an examination of documents related to program implementation. Although the first evaluation objective called for a 100 percent sample of all 1,200 children in the program, complete pre and post test scores of only 64 children were supplied from one of the eight schools involved. Findings indicate that the 64 children surveyed showed substantial reading growth over the course of the academic year. Even if the figures were more representative of the population, there is no clear proof that this growth is due to the program alone.

102. Brown, Eric R. Reading Improvement Through Marine Environment Exploration. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1975. 9p. ED 137 480.

The Reading Improvement Through Marine Evironment Exploration Project involved five classes of fifth grade students from three schools in Staten Island, New York. It was funded under the Elementary Secondary Education Act, Title I. The classes were selected by principals and teachers from the respective schools on the basis of students' educational deficiencies related to reading. A total of 105 students participated in this two month program. It involved utilization of the resources of the Gateway National Park. The rationale for the program was that content related reading skills could be improved through actual investigative manipulative activities in a natural environment. It was predicted that this kind of activity would be supportive of reading and writing exercises. The program concentrated on three selected skills for reading in the content area: (1) fact, fiction, and opinion, (2) classification, and (3) construction and interpretation of graphs. Activities designed for students included: mapping the area they were working in, collecting material from the beach, studying wild life, and planting and raising flora indigenous to the shore area. An analysis of the subtest scores for each of the three SRA Reading Diagnostic "Probe" Tests concerned with fact and opinion, classification, and graphs, indicated significant differences between pre and post measures, even within the short time span and three times a week schedule of the program.

103. Brown, Eric R. School-Community Interaction Umbrella: English as a Second Language (PS152) and Early Identification Program (PS139); February 13, 1975-June 26, 1975. Final Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1975. 17p. ED 135 925.

This report provides a description and evaluation of two school programs in New York City: English as a Second Language at P.S. 152, and the Early Identification Program at P.S. 139. Both were planned with the participation of the principal, the parents, and the school district staff. The first program was designed to supplement regular instruction in English and Reading for children who could not speak English fluently. An ESL teacher provide instruction to these children. The teacher used the audio-lingual method 45 minutes a day in small group sessions with the students. The program at P.S. 139 was designed to prevent reading retardation by early identification of reading problems in children from grades one and two. Students in this program were selected on the basis of their reading readiness scores in grade one, or their primer or grade one reading scores in grade two. Two paraprofessionals worked with forty first and second grade students under the supervision of a regular reading teacher. A diagnosis of the reading skills needed by each student was made by the coordinating teacher. She then prescribed individual programs to be carried out by the paraprofessionals. This program supplemented regular classroom instruction in reading. Twenty seven first and second graders participated in the program. Findings indicate that all the student enrolled in the program at P.S. 152 did not show substantial gain in their ability

to communicate in English as measured by the Language Assessment Battery. First grade children at P.S. 139 made substantial gains when treated on an individual basis.

104. Budoff, Milton. Bridge to School Program; School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 26p. ED 142 645.

The Bridge to School Program was designed to supplement and extend the scope of an ongoing early childhood developmental program, the Readiness Program, by providing individualized attention and instruction to specially selected seriously learning disabled children between the ages of 5 and 7 in order to facilitate the development of their reading and mathematical skills. One hundred and fifty-nine children who had been evaluated by special clinical medical-educational teams and cited as having high potential to benefit from the individualized instruction were served by the program. The instruction, under the supervision of a teacher-coordinator, involved eight specially selected teachers trained in learning disabilities and special education, utilizing a combination of teacher-created and commercial learning materials at 16 designated sites which included hospital work areas and clinics as well as special classrooms within schools. The Psychoeducational Evaluation of the Pre-School Child was used as a program evaluation instrument, administered to each child when first admitted to the program and again at the end of program participation. The data indicated that participation in this highly individualized program appeared to significantly foster the development of academic capacities.

105. Bull, Patricia A. City College Advisory Workshop; 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 100p. Ed 135 920.

This report contains a description and evaluation of the City College School of Education Advisory Service Workshop Center for Open Education, a program funded under Title III of the Elementary and Secondary Education Act of 1965. The program is a free resource facility for all participants in the school process: teachers, administrators, paraprofessionals, parents, graduates and undergraduate students interested and involved in open education in the New York City area. The Center's activities range from demonstrations to independent work on special projects and from a single visit to repeated use. Facilities and programs include: workshops, meetings, discussions, a library, film showings, consultations with staff, speakers and informal sharing. The evaluation of the program consists of classroom observation, teacher interviews, and a review of the reports and data that cover the three year period of funding. Findings indicate that at the close of its third year of Title III funding the Advisory Workshop Center continues to fulfill program goals and objectives.

106. Carson, Katharine W. Native Language Arts - English as a Second Language Program for Optional Assignment Pupils; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 30p. ED 139 851.

This evaluation report is a description of an English as a Second Language (ESL) program for non-English speaking disadvantaged students whose ability to read and write in their native tongue or English was not adequate to permit school success. The program was funded under the Elementary Secondary Education Act Title I. The purpose of the program was to improve reading grades, reading comprehension, and auditory discrimination. Slightly less than 400 tenth through twelfth grade students from five high schools participated in the program. Students were referred to the program by teachers, guidance counselors, agencies, and family friends. Students attended double periods of ESL classes. Pre and post standardized test assessed reading improvement and auditory discrimination of the students. The report concluded that all students improved their reading grades at least one grade level. In addition, 74 percent of the students achieved some improvement in English comprehension.

107. Chorost, Sherwood B. Improving the Designated Priority Skills of Reading and Mathematics Through the Career Awareness Program. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 26p. ED 142 630.

This report evaluated the sixth year of the Career Awareness Program for elementary school students in New York City. The program was designed to interest, motivate, and improve language skills of students. Two activity modules, the Publishing Activity Centers (PAC) and the Industrial Arts Mobile Unit, were used in the program. The PAC module was designed to improve reading and language skills. The Industrial Arts Mobile Unit was designed to teach shop safety, identification of shop tools, introductory occupational information and development and construction of a project. Sixty-nine students who participated in the program were evaluated. A teacher rating instrument was developed to measure the gains in interest, motivation and reading for the PAC unit. Additionally, a 42 item scale was adapted to measure knowledge of tool facts and career information in the Industrial Arts Unit. Teachers reported that the PAC program motivated most of the pupils to practice reading and writing. The results of the criterion referenced test developed for the Industrial Arts Unit indicated a change in student career awareness information between the time of the pre and post test.

108. Chorost, Sherwood B. Summer Program for Reading and Mathematics for Handicapped Pupils in Special Education Classes (DSEPPS) (Severely Emotionally Handicapped, Hearing Impaired, Multiple Handicapped, Pre-Placement) Summer 1975. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 51p. ED 136 480.

Presented is an evaluation of a summer program which consisted of individualized and small group instruction in reading and arithmetic,

recreational activities, and field trips designed to promote academic and socialization skills for 506 handicapped children. The program is noted to have had four components: severely emotionally handicapped, hearing handicapped, multiple handicapped, and preplacement (multiple learning disordered). Among findings and conclusions discussed are that at least 93 percent of the children met at least one instructional objective; that the children received outstanding instructional experiences; and that the exemplary program performance is based, in large part, upon the system of setting concrete instructional goals for each child (criterion referenced testing). Also identified as contributory to the program's success were excellent staff skills which provided enthusiastic learning environments, and the concept of breaking the instructional day into academic and recreational segments. Appended materials include descriptions of the criterion referenced tests used and results in tabular form.

109. Clawar, Harry J. Skills Remediation in Reading; School Year 1974-75. Brooklyn: New York City Board of Education, Office of Educational Evaluation, July 1975. 28p. Ed 135 924.

The Skills Remediation in Reading Program was designed to improve the reading skills of high school students who are two or more years behind in reading skills. Program participants were educationally and economically disadvantaged students. The number of students who participated was approximately 23,000. These students were distributed among 48 high schools with 336 teachers and 272 educational assistants. Classes were limited to fifteen students per classroom. Students were chosen if their reading ability was a minimum of two years below grade level based on the Metropolitan Achievement Tests or other standardized achievement tests. They were chosen by guidance personnel. Individualized diagnostic and prescriptive techniques were used by program teachers, but some small group work was also incorporated into the program. The evaluation consisted of a comparison of pre test and post test scores on the Metropolitan Achievement Test. Test data indicated that program participants from grades nine through twelve gained more than expected in sections of the metropolitan Achievement Test. Those participants who attended classes at a rate of 75 percent or more for the year, gained even more above their expected level than participants who attended 75 percent or more for one semester, as well as those who attended less than 75 percent for whatever period of time that they were in the program.

110. Clawar, Stanley S. Corrective Mathematics Services for Eligible Nonpublic School Pupils; Evaluation Period School Year, 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 29p. ED 135 915.

This paper describes and evaluates a corrective mathematics program designed to meet the needs of approximately 25,000 Title I eligible pupils attending non public schools. The major objectives of the program were to improve the mathematical competency of pupils in computation, concept development and problem solving. Approximately 10,000 pupils were served by the program. The basic teaching methodology was a small group, materials oriented approach. Students

were provided with workbooks, games and other materials with a mathematics focus. Student participation and individualized instruction were also emphasized. Many students who received the services of the program were regularly involved with guidance counseling services. All students participating were given on a pre and post basis, one of the following tests: the Boehm Test of Basic Concepts; the Metropolitan Achievement Test (Mathematics) grades 2-8; or the Stanford Test of Academic Skills (Mathematics) grades 9-12. In all grade levels the students manifested statistically significant gains on their mathematics scores. The use of paraprofessionals was not shown to have contributed to the higher scores of the students involved.

111. Collins, Erik. Remedial Reading Skills; Umbrella I, Summer, 1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 32p. ED 137 476.

This is an evaluation report of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965. The program provided remedial reading instruction for 776 economically and educationally disadvantaged high school students at five sites in four high schools. The program was staffed by 17 experienced remedial reading teachers and 17 aides. Numerous site visitations were made by teacher trainers, and frequent teacher training sessions were held. The Metropolitan Achievement Test (MAT), Advanced Level, Word Knowledge and Reading Comprehension, was administered to all students. Alternate forms of the test were used as pre and post test measures. An analysis of the data showed that the students made statistically significant gains in reading achievement. Corollary objectives, the means of achieving these objectives, and the results are also contained in this report. Program objectives were met.

112. Community and High Schools Profiles 1974-1975. Brooklyn: New York City Board of Education, July 1976. 1,264p. ED 135 118. Paper copy not available.

In line with improved and more comprehensive data collection and processing methods, this edition of School Profiles incorporates a number of improvements in data quality over earlier versions. In addition, this report includes data on the New York City Public High Schools. This publication presents a statistical overview of each of the elementary,, intermediate, junior high and academic and vocational high schools in the New York City Public School System. It contains a wide variety of 1974-1975 school year data describing the individual school plant, pupil characteristics and achievement levels, and staff positions and costs. In addition to presenting data on individual schools, school level and geographic summaries are also provided. The complete School Profiles data file is also available on magnetic tape for computer processing and analysis.

113. Community School Profiles 1973-1974. Brooklyn: New York City Board of Education, April 1975. 1,103p. ED 135 117. Paper copy not available.

This publication of the New York City School Profiles provides detailed information to both professional staff and the public. The factors selected for inclusion are thought to be most indicative of the total school environment and of greatest concern to the educational community. The report presents a statistical overview of each of the elementary, intermediate, and junior high schools in the New York City Public School System. It contains a wide variety of 1973-1974 school year data describing the individual school plant, pupil characteristics and achievement levels, and staff position and costs. In addition to presenting data on individual schools, school level and geographic summaries are also provided. The complete School Profiles data file is also available on magnetic tape for computer processing and analysis.

114. The Cost of Educating Handicapped Pupils in New York City. Special Report No. 2 in a Series: Assuring Equal Educational Opportunity for Handicapped Children in New York City. Brooklyn: New York City Board of Education, Office of the Deputy Chancellor, January 1977. 116p. ED 137 994.

Reported are the results of a study conducted to determine the cost of educating handicapped pupils in New York City's public schools. Methodology followed in compiling and reporting cost data is outlined, and the data are presented and discussed. Student enrollment is described in terms of the programs and bureaus operated by the Division of Special Education and Pupil Personnel Services (DSEPPS); and such aspects of enrollment as whether pupils receive full-time or part-time services and severity of handicap type are explained. Delineated are components of special education program costs, and explained are methods of calculating actual costs. Cost per pupil and total dollar cost of each DSEPPS program are given. Preliminary analyses are presented including interprogram comparisons, comparisons of actual costs with estimated costs (based on indices developed for the National Education Research Project), discussion of relative costs of New York City special education programs, and comparison of private versus public school special education costs.

115. Curits, Rebecca C. Improving Instruction and Services in Schools for Socially Maladjusted, Emotionally Disturbed Children. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 120p. ED 142 653.

This program was designed to supplement the New York City tax levy educational program provided for 2,128 underachieving socially maladjusted, emotionally disturbed students in grades three through twelve. Most of the students were enrolled in 16 special day schools for the socially maladjusted and emotionally disturbed. The remaining students were enrolled in eight cluster schools with a total of 22 sites in treatment centers, psychiatric hospitals and special classrooms in regular schools. Instruction in reading and mathematics took place in small groups or on an individualized tutorial basis. In some school settings students were tested, diagnosed and instructed in a

reading laboratory setting equipped with software and hardware for reading systems such as EDL, SRA, Didactics, Mind, Auto-Tutor, and Systems 80. Mathematics instruction in schools with laboratories was conducted using calculators, Geo-Boards, SRA Multiplication Kits, puzzle kits and games. The evaluation of this program found that the program improved reading and mathematics skills of students as defined by scores on the Stanford Achievement Tests. It was concluded that a major reason for this success was probably due to the one-to-one and small group instruction. Tables of pre and post test data are included in the appendices.

116. Cusano, Bernard. Children Learn to Read Through Cooperative Teaching of Paraprofessionals and Teachers. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 17p. ED 142 626.

A cooperative teaching program was designed to provide supplementary diagnostic and prescriptive reading instructional services to New York City elementary school students who were more than one grade level behind in reading. Three hundred students in grades three through six received reading instruction in reading laboratories. Specific skill needs were identified and an individualized program of reading instruction was devised for each student. Students were tested on a pre and post basis, paraprofessionals were rated for performance, and teachers were interviewed. This report concluded that post test reading scores of students increased significantly over the anticipated post test scores. Paraprofessionals perceived their program experiences as contributing toward improved performance. Interview data reflected positive reactions to the programs on the part of classroom teachers, paraprofessionals, and students. The reading and language rating scale used in the program is included in the appendix.

117. Cusano, Bernard. Reading and Language, School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 18p. ED 141 484. Paper copy not available.

The reading and language program in one elementary school was intended to improve word knowledge, word analysis, and reading comprehension skills for 300 students in grades K through 5. Students who participated in the program were below grade level in reading and language skills. Educational assistants were assigned to participating classes and provided small group instruction in reading and one hour of individualized instruction in the afternoon. The evaluation of the program assessed the students' reading grade level measured by the Stanford Achievement Test at the end of the program, language ability measured by the Stanford Achievement Test of Auditory Comprehension on a pre- and post-test basis, and English fluency measured by the Annual Survey of Pupils Ability to Speak English. Educational assistants were evaluated by structured interview guides regarding training, materials, assignments, and responsibilities. The report concluded that significant reading improvement on or above grade level at the end of the program was attained. The actual post-test mean language score increased significantly over anticipated post-test scores and the program's English as a second language students improved their ability to speak English by greater than one grade level.

118. Dederick, Judith G.; And Others. Follow Through Program 1975-1976. Brooklyn: New York City Board of Education, Div. of Educational Planning and Support, August 1976. 73p. ED 142 662.

This paper describes and evaluates the Follow Through Program in New York City. Although centrally coordinated at the Center for School Development of the Board of Education of the City of New York, each Follow Through Program is based on a different educational model, and in all cases but one, each model is sponsored by an educational institution or agency independent of the Board of Education. This evaluation report is based on two major sources of information. One is a series of over 100 site visits to each Follow Through Program in a public school. Interviews with staff members were an important component of site visits. The second source of information for this evaluation is reading test results from 1975-1976 and previous years for both Follow Through children and a control group of non-Follow Through children. Major sections of this report include: (1) a description of the characteristics of Follow Through which form the philosophical core of the program, (2) an evaluation of out-of-classroom segments of the program such as health services, (3) an examination of instructional programs, and (4) evaluations of programs at each individual site. Generally it was found that the Follow Through Program met its goals. Reading scores were higher for Follow Through as compared to non-Follow Through students. When the programs were observed individually, it was found that certain models functioned systematically better than other models. The goals of most of the social services were met despite reductions in the number of professional personnel.

119. Doyle, Robert E. The College Bound Program; Evaluation Period, School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 29p. ED 135 919.

The College Bound Program was designed to enhance the cognitive abilities of 9,300 high school students who were eligible for Title I funds. The program was conducted in 24 high schools with approximately one fourth of the subjects at each grade level. The evaluation was designed to investigate the effectiveness of the reading, mathematics, science, social science, and bilingual components of the program. Test results revealed that the project improved standardized test scores in all areas. Statistically significant gains were obtained for the reading, mathematics, social studies, science, bilingual reading, and bilingual science components for all grade levels and for the ninth grade bilingual social science component.

120. Doyle, Robert E. Supportive Services Program; School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 20p. ED 137 440.

The Supportive Services Program for the 1975-76 school year was designed to reinforce the cognitive growth of disadvantaged high school students who were referred from one of three Title I programs: Skills Remediation in Reading; Remedial Mathematics; and Native Language Arts-English as a Second Language. The Program provided supplementary counseling and family consultation to eligible

students and operated in 32 high schools. The treatment group consisted of 2,873 students who received intensive services of at least 10 small group sessions or 12 individual sessions. The control group consisted of a subset (1,061 students) of the treatment group who participated in the same main component in the previous year or semester and who did not receive intensive service during the previous period. Findings indicated that students in the remedial reading program showed statistically significant improvements in grades 9 through 12, when the treatment length was for one year and in grades 9 and 10 when the treatment length was for one semester. Remedial math students showed an improved average monthly gain, but these were not statistically significant. The number of students from the ESL program was small (19 students), and results did not indicate statistically significant gains.

121. Echternacht, Gary. Corrective Reading and Corrective Mathematics Instruction of Pregnant School Age Girls, Summer, 1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 44p. ED 137 464.

In the summer of 1975 a program to improve reading and mathematics skills for pregnant school age girls was implemented in New York City. The program was designed to provide continuity of instruction in reading and mathematics from spring to fall for girls who were at least two years behind in reading and mathematics achievement. The summer program was initiated at four schools, one each in the Bronx, Brooklyn, Manhattan, and Queens. Each of the schools provided instruction for pregnant girls during the normal school year. During the summer, these schools provided corrective instruction for about three hours in the morning. Participation in the program was voluntary. Students attended classes in corrective reading, corrective mathematics, and a class that reinforced instruction in the previous classes through instruction in the use of business machines, such as the typewriter and keypunch. The program used a diagnostic and prescriptive approach to instruction. The program tests used for diagnosis and mastery testing were used for program evaluation. Analysis the classroom testing data indicated that about 80 percent of the students in reading, and 85 percent of the students in math, achieved mastery in at least one instructional objective. Further analysis showed that many students had mastered a significant number of objectives prior to instruction and that some teachers administered few objective tests to their students. One reason for this was due to the relatively low levels of reading and mathematics skills measured by the test materials.

122. Ellis, Ronald S. Parent Orientation Program. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1976. 44p. ED 142 633.

This is an evaluation of the Parent Orientation Program. It was designed to: improve parental knowledge about school reading and mathematics requirements for their children; improve the performance of the parents in reading and mathematics through the evening adult program; and provide parents with school information via family workers.

The program served 50 adults and 50 children for 63 days during the 1976 Spring term. On-site observations and questionaires administered to parents on a pre and post test basis were used to evaluate the program. This evaluation report concluded that the Parent Orientation program did not improve the knowledge of parents concerning school requirements of their children nor did it improve the parents' performance in reading and mathematics. However, the family workers did provide parents with school information. It was concluded that late funding and the shortened duration of the program diminished the possible results of the program. Sample observation reports, questionnaires, reading and mathematics tests, and a family worker report are included in the appendix.

123. Ellis, Ronald S. Student-Parent Activities Center, June 1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1976. 39p. ED 141 487.

The Student Parent Activities Center was designed to involve parents in the educational process of their children, improve parental knowledge and participation in the school, and improve parental influence on student attendance. One hundred fifty students and 50 parents participated in the program. The parent participants all had children in the fifth through eighth grades who were truant or whose attendance records were poor. However, those students who participated in the program were in the fifth or sixth grades. The parent participants were organized into two groups composed of up to twenty participants each. The groups met once a week and discussed mathematics, reading, and school attendance requirements. The program was administered by a coordinator, school and neighborhood workers, and family workers. To determine the effectiveness of the program, questionnaires were completed by parents, and evaluators observed the program in operation on four separate occasions. The evaluation concluded that parents were made aware of pupil academic and discipline requirements of the school; however, the program was not effective in helping parents help their children with reading and mathematics, or in improving students attendance. The appendix includes the observation reports.

124. Ellis, Ronald S. Summer Education Program for Neurologicall and Physically Handicapped Children. Summer 1975. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 35p. ED 136 489.

Evaluated was the Summer Education Program for Neurologically and Physically Handicapped Children, designed to improve the performance of 145 children (6-16 years old) in the following areas--gross motor skills, swimming, fine motor skills, socialization with nonhandicapped peers, and independent daily living skills. The program included the following activities: pool hydrotherapy and swimming instruction, physical and occupational therapy, reading and mathematics instruction, arts and crafts, music, instruction in game skills, field day competition and encouragement of parents to assist and participate in the program. Findings indicated that the program met its objectives of demonstrating

a statistically significant improvement of its participants in program skill areas; and that the program as implemented coincided with the program as described in the proposal. Appended materials include sample observation report forms, the rating scale, a schedule of daily activities, a sample parent questionnaire, and the program abstract.

125. Ellis, Ronald S. Summer Pre-Placement Program for Severely Multi-handicapped Blind Children. Summer 1975. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 33p. ED 136 488.

Evaluated was the Summer Pre-Placement Program for Severely Multi-handicapped Blind Children, designed to provide individualized programs for improving the performance of 16 children (4-11 years old) in the following areas--communication skills, vision training, psychomotor and perceptual training, social development, ambulation, self- dependence, self-awareness, and awareness of others. Objectives of the evaluation were to determine if the performance of a majority of students improved across all items at least one scale point in the areas mentioned above, and to determine if parents were involved in the educational and emotional needs of the children and the rehabilitation methods employed. Findings showed that although the project's first objective was not met, no child decreased in terms of the areas under consideration and parents were involved in the program. Appended are the rating scale, a sample interview schedule, responses to telephone interviews, observation report forms, and a daily schedule.

126. Ellis, Ronald S. Summer Program for Autistic Children, Summer 1975. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 33p. ED 136 466.

An evaluation report is presented for a 1975 summer program for 25 six-to-twelve year-old autistic children in New York City. Evaluative procedures are described, and student ratings in four skill areas (basic life skills, orientation to learning, cognitive skills, and socialization) are explained. Final results are said to indicate that all subjects demonstrated no decrease in performance in the four areas. Appended are an observation report form, the rating scale used in the evaluation, and a list of classroom activities.

127. Fryburg, Estelle L. Individualizing Instruction for Physically Handicapped and Mentally Retarded Children in Special Schools. School Year 1974-1975. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 52p. ED 136 462.

Presented is an evaluation of a program providing physically handicapped and mentally retarded children (4-21 years old) in 19 special educational facilities in New York City with an intensive remedial program in reading and mathematics. The program, involving instruction by paraprofessionals of a minimum of one half to one hour each week for a minimum of 40 hours for each participant (except in hospital schools where the minimum was 20 hours), is noted to have met all of

the objectives with significant demonstrated gains by the subjects in achievement and social-emotional development. Listed recommendations include the recycling of the program, continuation of the paraprofessional in the trainer role, and improvement of diagnostic and prescriptive programming. Findings are provided in tabular form and test results are appended.

128. Giddings, Morsley G. High School Preparation Program 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 25p. ED 142 629.

The High School Preparation Program was designed to identify, orient and prepare third year intermediate and junior high school students for successful admission to the special high schools in New York City. Two hundred students participated in the program. Priority was given to those students who were one year or more below grade level in reading or mathematics. The program activities were: after school instruction in reading, mathematics, career education, drama and dance. Students also visited museums, colleges, high schools, office buildings, industrial plants, trade schools, factories, and government agencies. It was concluded that the students in the program achieved 65 percent mastery of a 400 word vocabulary list and demonstrated a month's gain in mathematics grade level for each month in the program. Students showed some improvement on the drama and dance test indicating greater appreciation. Reading improvement was not attained. A copy of the coordinator's report form and the teacher interview form is included in the appendix.

129. Gottlieb, Jay. Supplementary Reading and Mathematics Instructional Skills Program for Handicapped Children (1974-1975). Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 24p. ED 136 484.

Evaluated was a program designed to provide individualized supplementary instruction in reading and mathematics for two populations of handicapped children--mentally retarded and neurologically impaired-emotionally handicapped--in 34 schools in New York City. Statistically significant gains were made on both reading and mathematics subtests of the Wide Range Achievement Test, and problems were of an administrative nature and easily correctable. Recommendations included that teachers be given more latitude in deciding on the children eligible and amount of instruction each pupil would receive, that only experienced teachers be hired, that teacher trainers have a more defined job role, and that physical space allocations be carefully examined. Test results are appended.

130. Gottlieb, Jay. Transitional Classes Program. School Year 1975-1976. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 55p. ED 136 465.

Described is the Transitional Classes Program for emotionally disturbed children 7-17 years old. It is explained that individual or small group sessions based on individualized programs are conducted daily to improve reading and math skills, Program evaluation findings are

reported, including an improvement in six reading and six math objectives for students who participated for the entire year, and a mastery of nearly 100 percent of the instructional objectives students were taught. Appended are tables with student performance data from the Random House Criterion Reading Test and the American Guidance Associates Key Math Test.

131. Greeley, Michael F. Diagnostic-Prescriptive Reading Services, 1975-76. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 18p. ED 142 627.

The Diagnostic Prescriptive Reading Services Program was designed to increase reading ability of 134 second and third grade students in New York City. Students were referred to the program by teachers, guidance counselors, and the program coordinator. Children were then tested by the school psychologist and a prescriptive plan was implemented. The plan utilized special instructional materials, home visits, family counseling, referrals to health and guidance agencies, and individual and small group instruction. The pre and post test reading scores indicated that second and third graders improved their scores two months and eight months respectively.

132. Greeley, Michael F. Teacher Self-Help Project, 1975-1976 School Year. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 24p. ED 141 489.

A teacher education program was designed to improve the quality of instruction for low income students in New York City. A major goal of the program was to increase student reading and English fluency skills. Teachers for the program were trained on college campuses. Each participating school designed its training program to suit its own educational needs. Parent participation in the design of the program was solicited. In addition to the teacher training aspect of the program, 150 students were provided with corrective reading services twice per week and 55 students participated in a small group English as a second language tutoring program. The objectives of the program were improvement of reading achievement, language ability, and teacher instruction ratings as defined by a seven point scale. The methods of evaluation of the program were: assessment of pre and post reading and English language fluency test scores, direct observation of all aspects of the program, interviews with school personnel, and completion of questionnaires by principals who rated teacher performance. The evaluation concluded that, of the 129 students tested, 52 percent showed significant growth in reading ability and English fluency. Bilingual students had difficulty with language forms. The principals' ratings of teacher performance indicated that teachers exhibited exceptional growth in diagnosis of learning disabilities, corrective instruction, use of instructional materials, procedures for pupil evaluation, methods of individualizing instruction, and techniques of parent involvement. The principal evaluation questionnaire is included in the appendix.

133. Griggs, Shirley A. Improving Instruction and Services for Socially Maladjusted Children. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1975. 16p. ED 137 473.

A total of 1,922 pupils participated in this Title I Elementary Secondary Education Act Program, which was designed to improve the reading and/or mathematics skills of the students. The program aimed to serve students in special schools or residential treatment centers in New York City who were in kindergarten through grade 12. The majority of these students were enrolled in 18 special day schools for the emotionally disturbed, and the remaining students were enrolled in seven cluster schools, located in residential and day treatment centers and psychiatric hospitals. The project established reading laboratories in 18 special schools, mathematics laboratories in four special schools, and special instruction in reading in seven cluster schools and treatment centers. The majority of objectives in both the reading component and the mathematics component of the program were achieved.

134. Griggs, Shirley A. Program for Adolescents (Male and Female) in Corrective Institutions-Rikers Island. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1975. 18p. ED 138 681.

This project, funded under Elementary Secondary Education Act Title I, was designed to improve the mathematics skills of 328 males and females serving prison sentences or awaiting trial in the Rikers Island Penitentiary. For the male population exclusively, the project was designed to improve reading skills and English usage and comprehension. The project supplemented the regular instructional program in mathematics and reading by providing remediation and tutoring in these areas. The project established a mathematics laboratory in the women's prison, a reading laboratory, three classes in English as a second language, a cloth cutting and spreading class emphasizing the application of reading and mathematics skills in a vocational area, and an educational guidance program in the men's prison. The inmates ranged in age from 16 to 21 years. Two of the evaluation objectives were achieved at a significant level: that is, as a result of participation in the reading and mathematics components of the program, the reading and mathematics scores of students showed a significant difference between the real post test score and the anticipated post test score. The evaluation objective dealing with improving the language facility of students who participated in the English as a second language component of the program was achieved by 64 percent of the participants, who either improved or received the highest possible rating in the area of English speaking ability. Eighty-five percent of the participants achieved success in the area of English comprehension.

135. Gunther, Phyllis E. Basic Skills After School Pre-Kindergarten Program, 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 22p. ED 141 476.

An after school pre-kindergarten program sought to upgrade the reading

and math readiness, and develop English-as-a-second-language skills for 45 pre-kindergarten neighborhood children. Pupils were selected for the program on the basis of family background information and pupils' inability to speak English because of recent arrival to the U.S. The program activities were based upon the cognitive/affective approach. Pupil growth in social skills, physical abilities, intellectual ability, English fluency, self image, and parent involvement were assessed. A screening test for learning disabilities, an intelligence test, teacher rating scale of pupils' attitudes, and interviews with school personnel and parents were used to evaluate the program. The report concluded that the program was successful increasing the social skills, physical abilities, and intellectual ability of the 45 pupils. The program was also successful in developing more positive self image and cultural awareness of the pupils. Parent involvement in school activities was increased. The program fulfilled the goal of preparing children for kindergarten and first grade curricula. The Teacher Rating Scale On Pupils' Pride in Cultural Background instrument is included in the appendix.

136. Gunther, Phyllis E. Reading Improvement Through Marine Environment Exploration, 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 14p. ED 141 485.

This New York City Umbrella Program for reading enrichment was implemented in the context of the study of the marine environment. It combined language arts and science study as applied to the study of this environment. One hundred eighty-five pupils from seven fifth grade classes in four schools participated in the program. Classes of students with the greatest need for reading improvement were selected by principals who were receptive to the innovative program. The program objectives were: to determine whether pupils showed improvement in their ability to perceive relationships in science terminology and concepts enabling them to organize and classify information according to common characteristics, and to determine whether pupils showed significant improvement in their ability to read and construct graphs, diagrams and tables. Pupils were pre and post tested using the Science Research Associates criterion-reference test called Probes. The evaluation indicated that all objectives were attained except significant improvement in reading skills. The report concluded that the program proved that the gains in reading comprehension skills of classifying, and distinguishing fact from fiction and opinion was attributed to the quality of the curriculum and program.

137. Hedley, Carolyn N. Reading Program at Children's Art Carnival; September 1974-June 1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1975. 38p. ED 137 447.

One hundred eight children in grades two to four (ages seven to ten), whose reading level was one to two years below grade level, participated in this program. The Creative Reading Program for the Children's Art Carnival, funded under the Elementary and Secondary Education Act Title I, had as its purpose the teaching of reading and

other communication skills by using the aesthetic experience as the foundation of reading-language instruction. The Carnival provided an individualized reading program which related each child's developmental pattern as it was revealed in art workshops to a reading plan especially designed for the student. There were three, 12-week sessions in the Carnival. The students met twice a week at the Carnival Center where a small reading laboratory existed. These students met with the reading improvement teacher three times a week in their respective schools. At these in-school reading laboratories, the children worked in small groups on reading-communication skills in activities and study sessions that were based on the art experienced at the Children's Art Carnival. The Carnival program supplemented the regular school program by offering individualized one-to-one instruction which provided a choice of ways to learn reading. Findings indicated that the Carnival Program was successful. The children evidenced a great deal of personal and attitudinal affective development according to Psychological Center personnel. They progressed in reading and linguistic achievement as measured on the Prescriptive Reading Inventory.

138. Heintz, Paul. High School Peer Tutoring (Homework Helpers) Program; School Year, 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 32p. ED 137 451.

The High School Homework Program was designed to provide eligible high school students, grades 9 through 12, with intensive individualized remedial instruction in reading, mathematics, and language as well as assistance with daily homework assignments. The major objectives of the program were to help students who were two or more years retarded in reading or mathematics improve their ability in these areas of academic achievement, and to help students whose native language was not English improve their language and mathematics skills. Over 4,000 students participated in the program. They were all volunteers. The program trained and employed high school and college students to serve as peer tutors. The analysis of reading and math test scores yielded highly significant differences between predicted and post test gains and actual post test gains in language. and mathematics skills. The students who received tutoring in the program showed, on the average, an increment of two months of academic achievement for every month of participation in the program. This evaluation indicates that the outstanding success of the program can be attributed to the following factors: an excellent orientation component, good program organization, tutorial strategies, material used in the program, and staff interest in students.

139. Hennessy, James J. Bilingual-Bicultural Program at C.S. 77, 1975-76. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 20p. ED 141 477. Pager copy not available.

This report presented the final evaluation of a Bilingual-Bicultural Program in a community school in the Bronx, grades one through six. The project was designed to increase the spoken English language comprehension of elementary school age children who were found to be below the 20th percentile on the Language Assessment Battery. Ten

educational assistants worked closely with 168 target youngsters in activities that ranged from individualized instruction, to small group work, to testing, diagnosing, and prescribing interventions. The primary goal of these activities was to bring each participant to a higher level of competence in using and understanding English. The findings of the evaluation were that the major goal was not fully realized, in spite of very well coordinated, highly professional effort on the part of project staff members. Only 47.1 percent (short of the 65 percent goal) of the students participating in the project gained the expected 10 percentile ranks needed to satisfy the project objectives. The project was recommended for continuation, however, with some modifications.

140. Hennessy, James J. The Ethnic Heritage Learning Resource Center, 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 15p. ED 142 634.

The Ethnic Heritage Learning Center, designed to increase the reading skills of elementary students who are educationally and economically disadvantaged, is described in this paper. The major goal of the Center was to provide supplementary remedial reading instruction. In addition to the 250 students who were selected as a target group, the Center also served approximately 1,000 students from other schools in the district who came to the Center for two day workshops. Approximately 60 students were serviced at the Center each day with the primary activities revolving around learning to read through the study of the Hispanic and African cultures. Four paraprofessionals assisted the teaching staff in instructional activities, management activities, and special enrichment activities in this multimedia, multicultural project. Materials that emphasized the ethnic and cultural heritage of the black and Puerto Rican students served by the Center, were developed. The major conclusion of this evaluation is that the Centers's activities are effective in increasing the reading skills of the participants. It was recommended that the target population for the following year be set at 250-350 students who would visit the Center at least four times per month and that a measure of specific knowledge gained as a result of participation be developed and implemented. It was also suggested that a measure of English language proficiency be used as a pre and post-measure for those participants who have a diagnosed weakness in this area.

141. Herr, Audrey. Program for Institutionalized Children. Brooklyn: New York City Board of Education, Office of Educational Evaluation, August 1976. 95p. ED 142 682.

The Program for Institutionalized Children in New York City provided reading and/or mathematics instruction for 624 Title I eligible pupils in grades one through twelve in 12 institutions for neglected, abused, or delinquent children. The program operated for seven weeks with approximately 15 hours of instruction weekly. Small group instruction or individual tutoring was provided by 80 teachers assisted by 12 paraprofessionals and three student aids under the supervision of eight teachers-in-charge. All students were given entry and mastery

tests with standardized criterion-referenced tests from the Croft reading system and/or from the Base mathematics system. The major evaluation objective of having 70 percent of the participants demonstrate mastery of at least two instructional objectives in reading and/or mathematics was achieved. In reading, 75 percent of the pupils achieved mastery of at least two objectives as a result of instruction. In mathematics, 86 percent of the pupils mastered at least two objectives as a result of instruction. Sixty-eight percent of the pupils demonstrated mastery of more than 70 percent of the instructional objectives they attempted in both subject areas.

142. Herr, Audrey. Summer Program For Special Schools For Socially Maladjusted Children. Brooklyn: New York City Board of Education, Office of Educational Evaluation. August 1975. 29p. ED 137 442.

This report is an evaluation of a New York City School District educational project funded under Title I of the Elementary and Secondary Education Act of 1965. The program was designed to serve 1,640 children attending special day schools, psychiatric hospitals, and day and residential treatment centers for the socially maladjusted and emotionally disturbed in kindergarten through twelfth grade. The purpose of the program was to improve achievement in reading and to provide meaningful socialization activities for these children during the summer months. The major objective of the program was to help pupils achieve mastery of instructional objectives in reading. The CROFT (Reading) criterion referenced tests were used as assessment measures. The program was staffed by 178 teachers and 46 paraprofessionals under the supervision of 21 teachers-in-charge. Two assistant coordinators and a project coordinator supervised the entire program. The participants were selected from twelve special day schools for socially maladjusted or emotionally disturbed children, nine psychiatric hospitals, 16 day and/or residential treatment centers for emotionally handicapped children, and 30 day and/or residential treatment centers for addicted children. These 67 sites, located in all of the five boroughs of New York City and four sites in upstate New York, were clustered into 21 school organizations for the purpose of supervision of the instructional program. An analysis of the data indicated that 70 percent of the participants mastered at least one instructional objective and that they did benefit substantially from the program.

143. Hicks, John S. Early Identification Program. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 16p. ED 141 479.

This report is an evaluation of a selected New York City Umbrella program funded under a special grant from the New York State Legislature. The program, which served eighty children in two Brooklyn schools, focused on the early identification of learning problems and the remediation of these problems in first and second grade children in each of these schools. Forty children selected from each school were given remedial work in reading and mathematics.

Four educational assistants under the supervision of the reading specialists of each school comprised the staff. The specific evaluation objectives of the program were that participants attending fifty percent or more of the scheduled program sessions show skills over the anticipated gain as measured by a comparision of pre and post-test scores using the historical regression formula. The Stanford Early School Achievement Test II and the Metropolitan Achievement Test were used to measure functioning in reading and in mathematics. An analysis of the data yielded mixed results with statistical significance only partly achieved. The results must be regarded as tentative due to the short duration of the program (one semester), the use of two instruments instead of one, and the small sample sizes. Data summaries and a list of recommendations are included in the report.

144. Hicks, John S. Individualized Instructional Program for Emotionally Disturbed Children Unable to Participate in Formal Educational Programs. (Title VI) School Year 1974-1975. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 21p. ED 136 464.

Presented is an evaluation of a program designed to provide individualized instruction for 28 seriously emotionally disturbed students in a residential psychiatric program in New York City. Findings are reported to indicate that the program met its objectives in producing significant growth in both reading and math achievement, and additionally produced over 100 percent improvement in attendance. It is noted that efforts were made by the hospital team to keep and maintain contact with school programs outside of the hospital to which the students would be returning. Listed recommendations include that objectives in reading and math be defined in terms of the historical regression formulas, that instruments used for data collection be improved, and that funding for the program be modified. Data forms are appended.

145. Hicks, John. Lenox Hill Neighborhood School Camp Program; School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 31p. ED 141 481.

A four phase environmental sciences program was designed to serve 654 students from 23 different fifth grade classes from a Manhattan community school district. Phase one, a pre-camp educational program in the classroom, was designed to introduce the participating classes to the concepts of environmental sciences which the children would be studying while in camp. Phase two was a four day camp experience in Connecticut. Phase three was a series of projects and reports completed by the children when they returned from camp, detailing their camp experiences. Phase four was an integration of the lessons learned by the camp experience into the life of the children in New York City. The major program objectives were to significantly increase the children's knowledge of environmental science, change their attitudes about environmental concerns to more positive ones, help students utilize their knowledge in defining local environmental concerns, and to help students develop plans to improve their neighborhood environments.

The instruments used to evaluate the program objectives were a test of science knowledge constructed by the district science coordinator, the Attitude Development Through Outdoor Education Scale, and a follow-up questionnaire which was completed by participating teachers. Correlated T tests of the first two objectives indicated that the post-test scores were significantly higher than pre-test scores. Also, follow-up activities suggested that the students brought their experiences back to their neighborhood school districts and were more aware of the environmental concerns in which they lived. The report concluded that all three evaluation objectives were met and produced significant positive findings. The instruments used in the evaluation are included in the appendix.

146. Hicks, John S. T.E.A.T.H. Program, English as a Second Language (School Year 1975-1976). Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 22p. ED 141 491.

This report evaluates a remedial reading and mathematics after school program for 227 third, fourth, fifth, and sixth grade students who scored at least one year below expected grade levels on New York City standardized tests. The program was a selected New York City Umbrella program funded under a grant from the New York State legislature. The program also taught English as a Second Language (ESL) to 82 parents in the school community. Bilingual teachers from the participating elementary school were sent into both community agencies and private homes where they held English language instruction classes for parents. The major objectives of the program were to help students in both the remedial reading and mathematics program achieve significant growth in their reading and mathematics skills and to help the participating parents in the ESL program to improve their conversational skills in English. Pre and post city wide reading and mathematics standardized tests were used to assess the students' growth. A teacher-made test of conversational English as well as the New York City Non-English Rating Scale was used to assess the parents' improvement of their English conversational skills. The findings of the program indicated that the students' average growth in mathematics was 11.8 months for a ten month period and the average growth in mathematics was 11.8 months for the same period. Also, data collected on the pre and post English conversational test for parents indicated that parents met the eligibility criteria of minimal competence in English. The appendix contains the Teacher Made Test of Conversational English.

147. Hollinshead, Merrill T. Bilingual Instruction in Reading and Mathematics of Pregnant Non-English Speaking Students. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1975. 23p. ED 137 450.

This is an evaluation report of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965. The program was designed to provide bilingual instruction to pregnant school-age girls who were two or more years below grade level in reading and mathematics. It was also designed for

students who were deficient in their ability to speak and understand English. Approximately 40 Spanish-speaking students, aged 13 to 19, were enrolled in the program; however, due to poor attendance and a high rate of attrition, there were only 20 students on register at any particular time. A bilingual teacher and an educational assistant conducted the program of individualized instruction under the supervision of the school principal. Achievement data are presented for reading and mathematics. A historical regression analysis was used to compare actual posttest scores with anticipated posttest scores. Although this method of data analysis did not reveal statistically significant gains in reading and mathematics, it did show that students gained over one month in both reading and mathematics for each month of the treatment period. Students made statistically significant gains in Spanish vocabulary and comprehension. The program objectives were met for those students who participated in the program.

148. Hollinshead, Merrill T. Pre-School Program for Emotionally Disturbed, Language and Perceptually Impaired Children (Title VI) Evaluation Period (December 1974-June 1975), Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 24p. ED 136 490.

Evaluated was a program designed to make an early diagnosis of the emotional problems and learning disabilities of 40 preschool children, and to furnish educational interventions so that these problems might be ameliorated before the children entered formal schooling. The program centered around speech and language, perceptual-motor activities, and adjustment to peers and adults. Evaluation objectives focused on improvement of 50 percent of the participants in areas of language, perceptual-motor development, social and emotional behavior, and attitudes toward and relationships with adults in the educational setting. Pre- and post-test data revealed that statistically significant differences in the direction of gains and improvement were obtained. There was also close agreement between staff members that over 75 percent of the children had improved moderately or markedly in attitudes toward and relationships with adults. Among appended materials are statistical data and a sample form used to collect ratings of improvement.

149. Hopkins, Thomas F. Graphics Expression System Reading Center, Evaluation Period 1975-76. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 16p. ED 142 636.

This paper describes the Graphics Expression System Reading Center Program, which provided students with limited learning motivation and with below norm achievement in reading, as well as those students reading on and above grade level with the opportunity to use the compact recording studio equipment in the production of television shows. The purpose of this program was to improve student motivation and interest, and to provide individualization of diagnostic techniques and learning activities through increased acquisition of, and achievement in, basic skills and reading comprehension. The students worked individually or in small groups under the direct supervision of a teacher. They were involved in a wide variety of activities

associated with production of a graphic expression system audiotape, videotape, etc. The instrument used to collect achievement information was teacher-made and criterion-referenced. Findings indicated that there were 68 participating seventh graders, and 29 participating eighth graders. Only 57.3 percent of the seventh grade students attained a passing score in the criterion-referenced test. The evaluation objective specified that at least 60 percent attain the passing score. Seventy-two percent of the eighth grade students attained a passing score on the teacher-made criterion-referenced test. The criterion that at least 60 percent should attain the passing score was achieved by this group. The major problem affecting this program's functioning was the unavailability of the specific equipment which formed the essential hardware of the program.

150. John Jay High School Bilingual Education Program. 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 27p. ED 138 692.

This report is an evaluation of a New York City school district educational project funded under Title VII of the Elementary and Secondary Education Act of 1965. The major goal of the program was to ensure oral and written student mastery of Spanish and English. One hundred twenty-five ninth-grade students, 100 Spanish-dominant and 25 English-dominant, participated in the program. Instruction, supervision, and guidance were provided by a director, four bilingual teachers, five educational assistants, two family assistants, and a secretary. Program students received bilingual instruction in most high school curriculum areas: language arts, social studies, science, mathematics, aesthetics, physical education and crafts. Two specific evaluation objectives of the program were to determine whether Spanish-dominant students would demonstrate statistically significant improvement in oral English, in English language skills, in their ability to read their native language, and in mathematics; and to determine whether English-dominant students would demonstrate statistically significant improvement in oral English, in English language skills, in their ability to read their native language, and in mathematics and to determine whether English-dominant students would demonstrate statistically significant improvement in their ability to speak Spanish. An instrument specific to each objective was administered in pre and posttest situations, and the scores were analyzed. The Spanish-dominant students demonstrated statistically significant growth in the use of oral English, English language skills, reading in Spanish, and mathematics. English-dominant students demonstrated growth in the use of oral Spanish, although the gains were not statistically significant. The program was successful in meeting its objectives.

151. Kahn, Paul. College Bound Program, 1975-76. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 55p. ED 142 651.

The College Bound Program was designed to help educationally disadvantaged and linguistically isolated ninth to twelfth grade pupils improve their skills in reading and mathematics. Students were exposed

to 40 minutes of daily instruction, five days per week, for a full year in both subject areas. Each day's exposure was remedial in orientation and served to supplement regular or tax-levy teaching. Instruction for all pupils was individualized, utilizing either standardized achievement or criterion-referenced instruments for diagnosis and evaluation. Instructional prescriptions to correct deficits were either commerical or teacher-prepared. Major findings of the program evaluation were: (1) students in grades nine through twelve showed highly significant gains in both reading and mathematics, and (2) the bilingual students who were administered the criterion-referenced tests failed to realize the criterion level of mastery of at least five instructional objectives in both reading and mathematics. Among the factors that may have been contributed to the positive results of the program may be the use of individualized instruction as the chief teaching method, and the use of a diagnostic-prescriptive approach.

152. Kahn, Paul. Handicapped Children Component: Remedial Services, Non-Public Schools. School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 23p. ED 141 442. Paper copy not available.

A project was organized to meet the special needs of youngsters who exhibit a wide diversity of deficits that included mental retardation, brain damage, emotional disturbance, learning disability, and deafness. The purpose of the project was to improve the reading and language skills of eligible pupils. Three hundred exceptional pupils from fifteen non-public schools participated in the program. Pupils were selected for the program on the basis of residential area and educational disadvantagement. Reading was taught to individual pupils either developmentally or remedially with emphasis on readiness, word attack, and comprehension skills. Speech therapy was clinically-oriented to offset individual speech problems and related language difficulties. The art component focused on a creative and motivational approach to meet reading and communication defects. Psychological and social work services were designed to promote optimal adjustment in order to make language instruction more meaningful. The Peabody Individual Achievement Test and Photo Articulation Test were used to assess reading improvement. The report concluded that a mean gain of 11.5 months was attained by the pupils in nine months. The self concept and art-related questionnaire forms are included in the appendix.

153. Kahn, Paul. Homework Helper Component. Evaluation Period School Year 1974-75. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 17p. ED 141 441. Paper copy not available.

Homework Helpers was a program funded under the Elementary Secondary Education Act, Title I in nine non-public schools with disadvantaged youngsters. The two purposes of the program were to improve the competency of the students in reading and mathematics skills, and increase student motivation and interest by developing positive attitudes toward self and school. Two hundred sixty students in grades two through eight were recommended by Title I specialists in consultation

with principals, teachers, parents and pupils to receive additional help in reading and mathematics. The project was conducted after school hours, two hours daily, four days per week. High school tutors were instructed to encourage pupil self-confidence and to provide a warm climate in which the students could perform freely. A student questionnaire consisting of twelve items explored attitudes toward school, self, tutors, reading, and mathematics. The questionnaire was given to the students twice as a pre-and post-evaluation. The results indicated that the students demonstrated considerable improvements in attitude toward self and school by the end of the program. The students reading and mathematics skills improved and were reflected in higher grade levels in those subjects. A copy of the questionnaire used in the program evaluation is included in the appendix.

154. Kastner, Sheldon. Parent Cooperative Nursery Program; School Year 1975-76. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 12p. ED 142 632.

This report evaluates a nursery program for pre- kindergarten pupils in New York City. The program emphasized oral language, sensory motor coordination, conceptual training and the development of a strong self concept. Fifteen pupils participated in the program. An intake diagnosis was used to help specify areas of deficit which needed attention. Parents of pupils, "volunteer parent cooperators", worked in the classroom and in the learning centers on a rotating basis under the direction of the teacher. An educational assistant worked with the pupils individually and in small groups. A family worker consulted with parents of the pupils enrolled in the program. Pupils were tested at the beginning and the end of the program to assess the improved cognitive functioning as measured by the Boehm Test of Basic Concepts. This evaluation concluded that eleven of the fifteen pupils showed a gain in cognitive functioning in their post test performance scores. Additionally, parents participating in a workshop program showed increased knowledge of child development as measured by an observational inventory. The child development rating scale and the parent observation form are appended to this report.

155. Kastner, Sheldon B. Remedial Mathematics Skills Program for Optional Assignment Pupils: School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 20p. ED 137 477.

This report is an evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Act of 1965. The major objective of the program was to increase student competency in math computational skills. Approximately 3,000 high school students in grades 9 through 11 from 32 high schools were selected as participants. Class size was reduced to 15 students to allow for individualized instruction. Math labs equipped with calculators, printing calculators and programmable calculators were available for student use. Their use was designed to interest students in math and to make students familiar with these machines since they are often used in business and might increase students' employment opportunities. The program was staffed by a project coordinator, teacher-trainers, teachers, and teacher-aides. The Metropolitan Achievement Test (MAT)

Computational Sub-Test was administered as a pretest and as a post-test. A historical regression analysis of the achievement test data revealed statistically significant differences in the scores. Program participants, on the average, made one year gains in actual achievement beyond that which was predicted on the basis of their previous history of achievement.

156. Kastner, Sheldon. Skin, Scale, Feather, and Fur. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 6p. ED 141 486.

The "skin, scale, feather, and fur" program was designed to provide children in the New York City public schools with knowledge about various animal species and their place in the animal world. Teacher and paraprofessional staff along with the Staten Island Zoo Personnel developed activities and instructed children at the zoo. They also conducted exploratory learning activities at schools. The primary objective of the program was to determine whether, as a result of participation in the program, 70 percent of the pupils would get 60 percent of the questions correct on a test measuring knowledge about various animal species. Five hundred pupils in grades three through nine participated in the program. Data was collected for students in grades two through four. A program developed instrument measuring knowledge about various animal species was administered after the children had been exposed to the program. The findings of the report indicated that 98 percent of the pupils in grades two, three, and four (512 out of 519) received test scores above 60 percent.

157. Kaye, Mildred. College Discovery and Development Program; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 42p. ED 135 917.

Funded under Title I of the Elementary and Secondary Education Act, the College Discovery and Development Program is a cooperative program developed and offered by the City University of New York and the Board of Education of New York City. This program provides remediation in reading and math to approximately 830 sophomores, juniors and seniors who are economically disadvantaged in three New York City high schools. Statistically significant results were found in both the reading and math components. Students were scheduled for intensive small group (8 to 10 students) individualized assistance in reading and math. Each center was staffed with three counselors, three educational assistants and one coordinator. Seventeen remedial reading and/or remedial math teachers staffed the program. There was one Project Coordinator who coordinated the program city wide.

158. Kelly, Lenore. Summer High School Remediation Program. Brooklyn: New York City Board of Education, Office of Educational Evaluation, August 1976. 33p. ED 142 663.

The Summer High School Remediation Program was designed to provide remedial instruction for eleventh and twelfth grade pupils who were two or more years below grade level in reading and/or mathematics.

Instruction was provided during the day at four high schools and, in addition, one of the schools conducted an evening session. All participants attended a daily 90 minute period of individualized instruction for a total of 29 sessions. All participants were administered a criterion referenced test (CRT) developed by SRA on a pre/post test basis. As a result of being in the remediation program, pupils were expected to demonstrate mastery of at least two instructional objectives, in reading and/or mathematics. The analysis of pre/post test scores of 807 students in reading and 229 in mathematics showed improvement in skills and fullfillment of program objectives. The use of the criterion referenced test as a diagnostic tool and a highly individualized instructional approach were found in all schools.

159. Kelly, Eleanor A. Title I English as a Second Language Program. Non-Public Schools Program; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 34p. ED 139 897.

The purpose of this program was to provide instruction in the English language with emphasis on oral English to eligible non-English speaking pupils enrolled in Title I non-public schools. The major objective of the program was to enable the pupils to achieve competency and fluency in the use of the English language and to assist them in attaining an achievement level appropriate for their grade level placement. This was accomplished by providing the students with experiences in language within functional settings through an audiolingual method. Instruction was conducted in small groups of from four to eight for a period of forty to sixty minutes for two to five days a week. Varied learning materials were used. A total of 3,808 pupils from kindergarten through the twelfth grade participated. An analysis of pre and post test scores revealed that all grades made gains of from almost five to seven months with the exception of grades ten, eleven, and twelve which had a gain of one year and one month. There appeared to be no significant difference among treatments where there was a combination of English as a Second Language and/or speech or guidance, or when the treatment was only English as a Second Language. The fact that there were no significant differences in improvement among treatments suggested that the supportive services may have been helpful to those pupils who otherwise may not have functioned as well in the English as a Second Language classroom.

160. Kohn, Martin. Diagnostic and Prescriptive Program in Reading and Mathematics for 300 Title I Eligible Handicapped Pupils. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1975. 27p. ED 138 662.

The purpose of this Elementary Secondary Education Act Title I program was to provide supplementary remedial instruction in reading and arithmetic to handicapped pupils. One hundred forty-eight emotionally handicapped-neurologically impaired, and 138 severely learning disabled Title I eligible handicapped children were selected for participation. Since the children were attending non-graded classes, ages ranged from six to 14 years. Eighty-four percent of the students were boys. All of

the participating children were performing poorly in school. Supplementary remedial instruction was provided individually and/or in small groups two or more times a week by a Title I teacher assigned to the school. The program model was diagnostic-prescriptive. The evaluation found that improvement in ability to read, as measured by the difference between predicted post-test scores and actual post-test scores, was four and one-half months; in arithmetic, the gain was seven months. An explanation for these outstanding gains was the diagnostic-prescriptive approach which was used to provide each child with the kind of remediation best suited to his needs.

161. Laudor, Charles R. Bridge to School Program: School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 15p. ED 137 467.

This report is an evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965. The program was designed to supplement an ongoing early childhood readiness program and to provide individualized instruction in reading and math to a select group of learning disabled children between the ages of five and seven. In total 154 children participated in the program. The instruction, under the supervision of a teacher-coordinator, involved seven specially selected teachers, trained in learning disabilities and special education, utilizing a combination of teacher-created and commercial learning materials at 16 designated sites which included hospital work areas and clinics as well as special classrooms within schools. Using the "Psychoeducational Evaluation of the Pre-School Child" (Jedrysek, Klapper, Pope and Wortis) as an evaluation instrument, the evaluation attempted to determine whether improvement of the children in various developmental areas would show a statistically significant difference between pre and post test scores. These areas included physical functioning and sensory status; perceptual functioning; competence in learning for short term retention; language competence; and cognitive functioning. The test results were statistically significant, indicating the success of the program.

162. Leaf, Jeanette B. Project Mini-Teachers, 1975-1976 Academic Year. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 40p. ED 142 641.

Elementary school students who were recent immigrants for Puerto Rico, Haiti, Greece, Italy, Hong Kong and Israel participated in this after school program. The goal of the program was to increase student proficiency in reading, writing, and speaking English. Ninety-seven students from two elementary schools were selected on the basis of counselor or teacher recommendation. Non-English speaking applicants were given priority for acceptance into the program. The program provided for tutoring by high school seniors, verbal and written exercises and games and study materials developed for the students. Achievement tests in reading were administered to the students on a pre and post test basis. Personal data forms and questionnaires were administered to tutors, students, and parents. The results of this program evaluation

shows that students improved skills in reading, writing, listening, and speaking. No differences were found between pre and post test scores for tutors. An appendix includes copies of questionnaires administered to all participants.

163. Leaf, Jeanette B. Tutoring: Walk and Talk Program. 1975-1976 Academic Year. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 33p. ED 141 492.

This report evaluated the seventh year of an after school tutoring: program designed to provide extra instruction to students who were recent immigrants to New York City or who came from bilingual homes. The primary objective of the program was the improvement of the students' basic skills, namely reading, communications, and mathematics. One hundred seventy-six students from grades one to six were enrolled in the program. The majority of the students came from Chinese or Spanish speaking homes. Students were selected for participation in the program on the basis of teacher-counselor recommendation and academic need. Students were divided into five bilingual and basic skills groups and received intensive and individualized instruction six to ten hours weekly from teachers, educational assistants and high school students who served as tutors. The Stanford Achievement Tests were administered to every student on a pre and post test basis. Questionnaires were administered to all participants in the program. Statistical analyses illustrated significant differences between the pre and post-test results in reading, mathematics, and communications skills. The report concluded that in every instance, the grade equivalent increase was equal to or in excess of the six-month duration of the program being evaluated. The appendix contains the questionnaires which were developed and administered by the program coordinator to the students, educational assistants, and teachers.

164. Lechowicz, Joseph S. The Child Centered Reading Program; Evaluation Period September 1975 to June 1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1976. 20p. ED 141 478.

This report evaluated the Child Centered Reading Program which was designed to develop and improve reading ability, behavioral attitudes, and self image of the 2,000 inner city elementary students participating in the program. The program was administered by a coordinator, four reading teachers and two educational assistants. The activities included introduction of the lesson by the teacher, workbook activity, reading from the reader either individually or in small groups, and testing at the conclusion of each book. Recreational activities were also an integral part of the program. Seven hundred thirty-eight kindergarteners, 521 first graders, 355 second graders, and 313 third graders from six Queens public schools participated in the program. The evaluation of the program was to determine whether the reading grades of the students showed a statistically significant difference between pre-test and post-test scores. Also, the self image of the program participants was assessed by the Teacher's Evaluation of a Child's Self-Image Rating Scale at the beginning and end of the program. The summary of the evaluation findings indicated that kindergarten and first graders improved their reading ability as prescribed in the program objective. Sixty-four percent of the second graders achieved on or above

reading grade levels as measured by post-test. However, third grade test results failed to show anticipated gains in reading grades. The results of the self image scale indicated that 97 percent of the participating students maintained or improved their self image ratings with 82 percent showing outright improved ratings. The self image scale is included in the appendix.

165. Lechowicz, Joseph S. Perceptual Conditioning for Decoding, 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 20p. ED 141 482.

The Perceptual Conditioning for Decoding Program, funded under a special grant from the New York State Legislature, was designed for the teaching of decoding as the first phase in learning to read to 1,900 kindergarten through third grade students in eleven schools in Queens County, New York. For those target students not knowing the alphabet, a preliminary Alphabet Identification phase was used to train them in alphabet letter naming. Classes included in the program were those with students of relatively low reading scores. The remedial component of the program included additional decoding skill training. The main screening measure was the Word Analysis sub-test of the Durrell Analysis of Reading Difficulty. The program was staffed by a part-time coordinator, one full-time auxiliary trainer, one part-time teacher trainer, and sixteen part-time educational assistants. Specific evaluation objectives of the program were: (1) that 90 percent of the participants would identify 100 percent of a random list of the entire alphabet correctly; (2) that the decoding ability of participants in the first, second, and third grades would show a statistically significant difference between their real and anticipated post-test scores; (3) that those participants in the remedial component would show a statistically significant difference between their real and anticipated post-test scores; and, (4) that the program would parallel the program proposal. The first evaluation objective was accomplished by 91.95 percent of the participants. The second evaluation objective showed statistically significant results. Although the third evaluation objective, which dealt with the remedial component, produced mixed results, participants did make gains in their decoding skills. Program implementation paralleled the program proposal. On the basis of the program evaluation, it was recommended that the program be recycled. Tabled data are included in this report.

166. Lechowicz, Joseph S. Program for Male and Female Adolescents and Young Adults Incarcerated in a Correctional Facility on Rikers Island. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 28p. ED 138 696. Paper copy not available.

This six-week summer program assisted 245 young people, 151 men and 94 women, who were incarcerated at Rikers Island. It was designed to maintain and/or improve their basic reading and mathematics skills. In addition, guidance support services were extended for the six week summer program so that positive attitudes toward academic achievement could be reinforced. The basic instructional plan included a minimum of one hour of intensive small group and individualized instruction in reading and mathematics interspersed with activities in arts and/or crafts for a three and one half hour school day.

The students were grouped in ungraded classes with a teacher-pupil ratio of 1:14. The CROFT (Reading) and BASE (Math) criterion referenced tests were administered to determine student entry level skills and mastery of skill objectives. Results indicate that 81.6 percent. of the students mastered at least one instructional objective in which they had previously shown deficiency. The data presented reinforced the contention of many teachers that the six-week program was too short for the mastery teaching-learning model. Since the skills of many students were not known to the teachers, a great deal of instructional time had to be spent pre-testing or diagnosing student deficiencies.

167. Lesser, Saal D.; Mishken, Mark. Central ESEA Title I Remedial Services for Eligible Nonpublic School Pupils: Clinical and Guidance Services, School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 44p. ED 137 461. Paper copy not available.

The purpose of the clinical and guidance services component of the Central Elementary and Secondary Education Act Title I Remedial Services for Eligible Nonpublic School Pupils Program was to enhance the behavior of children in relation to specific instructional skills areas. The component included students who were diagnosed as needing various kinds of remedial assistance in two areas: (1) achievement, and (2) behavior hampering school achievement. The achievement or skill development areas included reading, math and English as a second language. Approximately 6,962 students from 173 schools participated in the program. The pupils, their parents, teachers, Title I remedial teachers and personnel from the Clinical Guidance Service were involved in the improvement effort. Students were included in the evaluation if they had designated pre and post scores in at least one skill area, and on the Behavior Rating Scale (BRS). The first objective. dealing with the improvement in achievement attributable to improvement in behavior, was met for reading and math, and somewhat less for English as a second language. The second objective, improvement in behavior was both statistically and practically significant. The third objective, dealing with the actual performance of the program, was succesfully met.

168. Lesser, Saal D. Improving Bilingual Instruction and Services in Special Schools. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1975. 37p. ED 139 893.

A program was designed to provide individualized intensive remedial reading services in both English and Spanish, home and community articulation, and bilingual guidance services to Spanish surnamed pupils. The program was funded under the Elementary Secondary Education Act Title I. One thousand one hundred and forty-nine pupils from special schools participated in the program. Children from psychiatric hospitals and residential treatment centers who were classified as socially maladjusted and emotionally disturbed were included in the program. Additionally, pupils from schools for the deaf, language and hearing impaired, and occupational training centers for mentally retarded adolescents were included. One of the program's selection criterion was two or more years retardation in reading English and/or Spanish.

Because of the special nature of the student population served by this program, supportive guidance services were an integral part of the instructional program. The students' achievement was assessed by appropriate levels of standardized reading tests administered on a pre and post basis. The report concluded that the reading grades of bilingual students improved from pre to post tests. Also, the use of bilingual staff and the individualized instruction in Spanish appeared to have had a significant effect on the pupils ability to learn. An appendix is included which contains forms used for data collection.

169. Levy, Marguerite F. Individualized Instruction for Handicapped Students in Special Schools (Part C). School Year 1975-1976. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 36p. ED 136 463.

Presented is an evaluation of a program providing mentally retarded students in two occupational training centers who were two or more years retarded in reading and/or mathematics with individual or small-group instruction supplementing the basic program. It is noted that 110 participants were given over two hours a week instructional time by paraprofessionals and teachers. An additional objective of the program is reported to have been providing for the training of para-professionals, workshops for paraprofessionals and teachers, and development of behavioral objectives and innovative teaching methods. Among findings listed are that all program objectives were met and that the program proved effective in meeting the needs of this population of students for individualized instruction. Recommendations include that the program be continued, that procedures be flexible to allow experimentation, and that time be allotted for informal discussions. Appended items include a pupil profile, progress report, and tabulated data.

170. Lodata, Francis J. An Evaluation of Outreach Program for Disadvantaged Mentally Retarded Children. 1974-1975 School Year. Evaluation Report. Function No. 09-56607. Brooklyn: New York City Board of Education, Office of Education Evaluation, 1975. 13p. ED 136 461.

Presented is an evaluation of a program serving 373 disadvantaged mentally retarded children in New York City to provide services in the areas of health, physical and emotional education,and social and recreational needs. Reported are findings indicating that 94 percent of the subjects had 60 percent or more of their unmet needs satisfied and that 65 percent of the Subjects had 100 percent of their current unmet needs satisfied. Recommendations listed included that the program be continued for 1975-76, that the program be expanded to all school districts in New York City, and that the program be funded throughout the summer.

171. Lodata, Francis J. Remedial Services for Eligible Nonpublic School Pupils; Clinical and Guidance Component. School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 22p. ED 135 927.

This paper reports on the clinical and guidance component of a program designed to meet the needs of non-public school children in a New York City School District for the 1974-75 school year. In all, a total of 8,398 students from the non-public schools participated in the program. The evaluation of this program included: (a) achievement measures in the instructional components of the program (corrective reading, corrective mathematics, and English as a second language), (b) improvement of in-school behaviors, and (c) a decrease in the basic problems which prompted the clinical and guidance referral. In general, the program was successful insofar as the evaluation objectives were met. The behavior of the pupils in the program improved significantly according to the referring teachers.

172. Lohman, Maurice A. Bilingual Pupil Services; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 110p. ED 135 921.

This report contains a description and evaluation of the Bilingual Pupil Services Program, operated by the New York City Board of Education, Office of Bilingual Education. The basic goal of the program was to improve the reading and mathematics abilities of Hispanic non-English speaking pupils and Hispanic English speaking pupils who were one or more years behind in reading and mathematics achievement as measured by teacher-made and/or standardized tests. The program served 2,061 pupils in 32 public schools in 13 community school districts. The program provided in-service training to paraprofessionals who assisted the regular classroom teacher by providing small group instruction. A copy of a test on teaching reading to the bilingual learner is included in an appendix.

173. Lolis, Kathleen. Evaluation and Placement Units, 1973-74 Academic Year. Brooklyn: New York City Board of Education, Office of Educational Evaluation, October 1975. 66p. ED 142 681.

This document describes and evaluates the Evaluation and Placement Program initially funded in 1971 under Title I of the Elementary and Secondary Education Act of 1965. In the 1973-74 year a unit operated in each of the five New York City boroughs. The present study surveyed the centers to determine the number of children processed, the speed of the service, the appropriateness of the recommendations and interrelationships of the units with other departments within the Division of Special Education and Pupil Personnel Services. The Evaluation and Placement Units examined 3520 children from September 1973 through June 1974. In the 1973-1974 year the Evaluation and Placement Units recommended placements in 22 categories. Thirty-nine percent of their recommendations were for classes for the brain injured; this resulted in tremendous expansion in the number of these classes which are supervised by the Bureau for the Education of the Physically Handicapped. Accompanying expansion of some facilities, and the creation of new types, there was a diminution of services to homebound made possible by the increase in other facilities, as well as ramps and hydraulic lift buses. In addition, keen professional spirit was also observed in the facilities for pre-placement.

Whether there is a tendency for children to remain in the placement center beyond the period needed for diagnosis because of the inadequate number of permanent facilities to absorb particular children is questioned.

174. Lolis, Kathleen. Evaluation of a Program for Adolescents in Corrective Institutions-Riker's Island. Revised. Brooklyn: New York City Board of Education, Bureau of Educational Research, November 1972. 45p. ED 142 661.

The Riker's Island program was designed for 321 adolescents between the ages of 16 and 21 who were incarcerated at the Riker's Island facility for remanded and sentenced prisoners in New York City. The student population was made up of predominantly black and Puerto Rican youngsters from low socio-economic areas of New York City. Many of these youngsters had been arrested previously. Some of them had a history of drug and sex offenses. The majority of them were school dropouts with a median age of 18. They all needed remedial instruction. The objectives of this program were to improve reading and mathematics scores and the knowledge of English as a second language for students whose first language was not English. In addition, the program was designed to extend awareness of the effects of drug abuse, extend knowledge about sex and venereal disease, and increase knowledge about family living. As a result of the program, pupils did not make the expected progress in reading and mathematics. Measurement of the English as a second language program effectiveness could not be made because there was not enough time between initial and final ratings of pupils. Short exposure time to the drug, sex education and family living programs also precluded any accurate evaluation of their effectiveness. Problems associated with conducting an educational program in a prison are explored in this evaluation report. Appendices include questionnaires used in the evaluation.

175. Lolis, Kathleen. John Jay Bilingual Program School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 19p. ED 138 693.

The John Jay Elementary Secondary Education Act Title VII Bilingual Program was implemented at John Jay High School, a comprehensive high school in Brooklyn, New York. This program was designed to offer bilingual, instructional, and supportive services to ninth and tenth grade foreign language dominant high school students. The program served 260 students whose native language was Spanish, 44 whose native language was French, 13 whose native language was Italian, and 40 students born in the U.S. whose dominant language was English. These latter students were served through participation with the true bilingual students in art classes once a day; the English dominant thus got cultural enrichment and those new to this country received social enrichment. Results indicated that all the Spanish dominant students who were present for both pre and post test sessions demonstrated statistically significant growth in reading in the Spanish language, proficiency in the English language tests, and mathematics. Growth was not established for the French dominant and Italian dominant students in the English Language Test but the testing conditions may have invalidated the results. The rate of

attendance for all bilingual students was significantly better than the rate of attendance for all the other students in the school exclusive of the bilingual students.

176. Lolis, Kathleen; And Others. Questionnaire Survey of the Early Identification and Prevention Program. Brooklyn: New York City Board of Education, Bureau of Educational Research, June 1966. 86p. ED 142 683.

The Early Identification and Prevention Program (EIP) was designed to identify and meet special needs of children in kindergarten through third year with special emphasis on the second grade. The findings of the report are based on a city-wide survey of the personnel working in all the 18 elementary schools which had a full complement of EIP personnel assigned to them. The principals, teachers and special personnel whose assignment brought them in contact with children from kindergarten through fourth grade were invited to fill out questionnaires specially prepared for each group after conferences with representative group members. The questionnaires were designed to enable the personnel most concerned to rate the program's effectiveness in terms of its objectives. Among the findings are the following: (1) only 121 teachers or twenty percent of the total queried reported that the program was effective in the personal-social adjustment of the pupils with emotional problems; (2) guidance counselors rated poorly the program's ability to identify and develop the special abilities and talents of pupils; (3) all personnel surveyed agreed that the program was effective in identifying children with incipient emotional problems but long-range therapeutic clinical service for individual children was seen to be in critical short supply and referral resources which would provide this were reported as deplorably few.

177. Lolis, Kathleen. Title III ESEA Project. Haaren Mini-School Complex: Professional Development. Brooklyn: New York City Board of Education, Bureau of Educational Research, 1973. 54p. ED 142 660.

The Haaren High School Professional Services Center (PSC) in New York City was designed as a necessary support system for the reorganization of a large high school into a mini-school structure designed to increase the personal quality of school for each student without a change in the existing building or staff. PSC was designed to enable teachers to develop curriculum, establish and maintain a resource file, and utilize audio-visual resources in vitalizing curriculum, as well as in teacher self-evaluation and training. The objectives included improvement in student attendance and achievement, participation in all school activities, and better student-teacher relationships. The evaluation goals were chosen to determine the extent to which the project was implemented and the reactions of the personnel involved in the project. Interviews with questionnaires were used with key personnel. Interviews with the assistant principals at the school, all of whom had been subject area supervisors, revealed that in the transition from their

previous, direct supervisory role to one of administration and consultation they were experiencing operational difficulties, tension, and feelings of insecurity. Teachers had mixed reactions to the helpfulness of the newly developed curricula in meeting the needs of students. It was recommended that the program be continued pending the outcome of an evaluation which would incorporate the achievement test results of those students whose teachers were active program participants.

178. Loveless, Eugene J. Impact Models for Guidance, School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 28p. ED 139 894. Paper copy not available.

The purpose of the program evaluated in this report was to investigate the impact of increased guidance service on the educational performance of children. All students in two elementary schools, one intermediate school, a junior high school, and a cluster school consisting of three elementary schools and an intermediate school were included in this second year of the program, funded under the Elementary Secondary Education Act, Title III. The objectives of the program were to enhance reading achievement, and to reduce the number of unruly disruptions in the classrooms and in the schools at large. The activities of the counselors included screening for learning problems, group and individual counseling, tutorial assistance, and inservice meeting with teachers. Counselors also met with parents, contacted helping agencies when needed, and enlisted parental support in many of their activities. Reading tests, principals' records, and teacher ratings of students were used to evaluate the goals of the program. The major finding of the study was that reading improved for the fourth through ninth grades. Second grade reading scores did not significantly improve. There was slight improvement in teacher student ratings and unruly class and school disruptions. An appendix with some of the data used in the study is included.

179. McKnight-Taylor, Mary. Summer Program for Hospitalized Handicapped Children, Summer 1975. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 44p. ED 136 460.

Presented is an evaluation of a programdesigned to provide intensive reading instruction to individual hospitalized, handicapped children in New York City. The project is noted to have served 375 children in 22 hospital settings and involved 32 teachers. Reported are findings indicating that approximately 92 percent of the pupils mastered at least one objective which they did not master prior to the program, and that 53 percent of the pupils mastered at least 76 percent of the instructional objectives to which they were exposed after having demonstrated previous non-mastery. Among listed recommendations are that the program be refunded and the budget be increased. Appended materials include the CROFT reading test forms, sample evaluation forms, and data collection forms.

180. Mercado, Aurea A. Children's Art Carnival Creative Reading Program. Brooklyn: New York City Board of Education Office of Educational Evaluation, 1976. 54p. ED 142 654.

The implementation of the Children's Art Carnival Creative Reading Program in New York City was evaluated in terms of the services it was designed to provide to 210 Title I eligible children in grades two to five who were at least one grade behind in reading. Children in the program attended the Art Carnival twice a week and received instruction from reading specialists at school once a week. The activities at the Art Carnival were designed to teach reading through the arts, i.e., printmaking, puppetry, ceramics, painting and animated films. Measurement of skills attained was done with the McGraw-Hill Prescriptive Reading Inventory (PRI). Administrators, teachers, staff and school personnel rated this program a success. Tests indicated that a majority of the students mastered most of the objectives. Tables included give detailed test information.

181. Mercado, Aurea A. Music for the Handicapped. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 27p. ED 137 459.

This report is an evaluation of a New York City school district educational project funded under Title VIB Education of the Handicapped Act. Under the direction of a project coordinator and a music therapist, 365 emotionally disturbed, hyperactive, and mentally retarded youngsters ranging in age from six to fifteen, participated in the program. Primary emphasis was placed on improving the visual motor, visual auditory, and perceptual motor coordination of these youngsters through music activities. A nineteen item rating scale performance test was developed by the project staff as an assessment measure and was administered in pre and post test situations. A statistical analysis of the data revealed significant differences in the scores. It was concluded that students made gains in the affective, cognitive and psychomotor domains as a result of the music instruction they received.

182. Michael, John A. Summer 1975 Program for Deaf Children. Evaluation Period July 1-August 8, 1975. Brooklyn: New York City Board of Educational Evaluation, 1975. 46p. ED 138 005.

A summer program aimed at mastery of instructional objectives in reading and mathematics was provided for 110 deaf children (5-14 years old), many of whom were from non-English speaking or bilingual homes. Participants were administered, as a pretest, selected criterion-referenced tests from the Santa Clara Inventory of Developmental Tasks (Reading) and the BASE (Math) Systems to ascertain individual instructional objectives for each student. Findings showed that learning was nearly universal, with many profoundly handicapped children mastering an impressive number of instructional objectives; that the summer program was not a reiteration of previously mastered curriculum and that there were no major departures from the program design. Provided are tables with statistical data and sample information forms.

183. Michael, John A. Summer 1975 Program for Language and Hearing Impaired Children, Evaluation Period July 1 - August 8, 1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 34p. ED 138 006.

A summer program was designed to provide math and reading instruction based on common and enriching experiences for 125 language and hearing impaired students (5-14 years old). The program was evaluated along three objectives: the mastery of at least one instructional objective by 70 percent of program participants; the extent to which students demonstrated mastery of instructional objectives; and the extent to which the program coincided with the project proposal. Findings indicated that 70 percent of the students did master at least one instructional objective during the program; that considerable diversity in the preparedness to learn, as well as the amount of learning that actually took place, was demonstrated; and that there were no significant departures from the program design. Included are sample information forms and tables with statistical data.

184. Miller, Harry L. Central ESEA Title I Remedial Services for Eligible Nonpublic School Pupils; Corrective Reading Component, 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 37p. ED 137 465.

This document presents a description and an evaluation of the Corrective Reading Services Program, a component within the ESEA Title I nonpublic school program. This component was designed to serve approximately 12,000 eligible, educationally deprived children in 229 schools in New York City during the 1975-76 school year. The purpose of the program was to improve the reading level of participating pupils through corrective reading and to supplement the regular reading programs of the schools served. The findings indicated that the major program objective, that of significant improvement of reading levels, was met successfully. Of the twenty-two component groups analyzed, in twenty the post test scores exceeded predicted scores. Only two components failed to achieve at significant levels. The single most outstanding implementation feature of the program was the diagnostic prescriptive model of instruction, with a considerable emphasis on individualization. The small group setting and the great variety of instructional materials contributed to the effectiveness of the successful programs.

185. Miller, Harry L. Native American Education Program, 1976-1977. Evaluation Report, Function #21-79750, under Grant # 0849A, Part A, LEA. Brooklyn: New York City Board of Education, Bilingual Resource Center, 1977. 12p. ED 144 766. Paper copy not available.

The program's long-range purpose was to enhance the Native american student's self esteem, and hence improve his ability to take advantage of opportunities in education and career development. Specific objectives were to develop in Native American students a strong sense of their heritage and culture; to operate an informational

resource center for the use of Native American students and for teachers and others seeking curriculum materials on culture and history; to provide informational, tutorial and guidance services to assist Native American students to enter more career fields and to reduce the number of dropouts; to promote significant growth in basic English and mathematics skills as well as in other academic areas when needed; and to increase interaction and communication among Native American groups in New York City. The program was evaluated as to the degree to which each objective was achieved. Among the recommendations given were that during the coming year some effort be made to clarify with parent groups, children, and others what the program objectives should be, the priority among them, and how much program effort should be devoted to each; and accepting, as given, the problems posed for measurement by the Native American oral tradition and fear of testing, a number of substitute measures can, and should, be developed; for example, in the tutoring program, the use of specific performance goals set by the tutor and the student, and more systematic record keeping in the resource center.

186. Miller, Martin, B. Mainstreaming-Supportive Educational Services for the Learning Disabled (DSEPPS) 1975-1976. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 24p. ED 136 486.

Evaluated was the program, which followed the resource room model, to provide supplementary individual and small group instruction to 360 mainstreamed children (in grades K-6) diagnosed as neurologically impaired. Aside from providing direct instructional services, program teachers consulted with regular class teachers about student problems of mutual concern. Evaluation of this program requirement (consultation) showed that the quality of consultation varied as an apparent joint function of program teachers' experience and the extent of support given the program by school administrators in the various centers. Program objectives of significantly improved reading and mathematic skills for participating students were generally achieved.

187. Miller, Martin B. Summer Program of Reading and Mathematics for Handicapped Pupils in Special Education Classes: Speech/Language Impaired Pupils and Mentally Retarded Pupils. Summer 1975. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 53p. ED 136 482.

Evaluated was a summer program of reading and mathematics for handicapped pupils in special education classes consisting of two components: the speech/language impairment component, including 377 students, and the component for mentally retarded pupils, including 315 students. The speech/language component, designed to improve academic skills through individual or small-group instruction, lacked good definition of the relationship between speech/language improvement concerns and attempts to improve reading skills and did not meet the evaluation objective by 70 percent of the pupils. The mental retardation component, largely social-recreational in design, exceeded the evaluation objective of mastery of at least one instructional objective formerly failed by 70 percent of the pupils, with nearly 88 percent mastering at least

one new objective. However, higher-functioning pupils were restricted due to an insufficiency of range in portions of the training/assessment technique. Criterion-referenced testing is explained, and results are appended in tabular form.

188. Mortensen, Erik. The Bilingual Resource Center; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 71p. ED 137 470.

This report presents a description and evaluation of the Bilingual Resource Center (BRC) funded under Title III of the Elementary and Secondary Education Act of 1965. This center functioned mainly as a clearinghouse, resource library, and dissemination unit on bilingual/bicultural education. The program's primary objectives were related to goals such as obtaining behavioral gains on the part of the professional personnel, evaluation and field testing of bilingual education materials, and dissemination of essential bilingual information to personnel involved in planning, developing, and implementing bilingual programs. The evaluation of the objectives was based on materials and acquisition listings, library inventories and tallies, analyses of services rendered, dissemination data, and data on the performance of workshop participants. The program had also intended to carry out a limited study of student performance assessment in a small pilot project in reading in Spanish to improve the reading achievement of the non-English speaking child. This objective was not carried out. The accomplishments of the center during its third year of operation were impressive. The need to provide information on bilingual/bicultural education to personnel involved in planning, developing, and implementing bilingual/bicultural programs was fulfilled. Through its coordination functions, the duplication and fragmentation of the efforts of the field personnel was being reduced or avoided. The appendix of this report includes an evaluative annotated bibliography of textbooks for bilingual programs.

189. Mortensen, Erik. Pre-Kindergarten Program for Hospitalized Handicapped Children. School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 31p. ED 138 682.

The Pre-Kindergarten Program for Hospitalized Children, funded under Elementary Secondary Education Act Title VI, was designed to offer pre-school instruction from September 1974, through June 1975 to handicapped and hospitalized pre-kindergarten children. The services of the program included diagnosis, individual and group instruction, and remediation in a curriculum consisting of organized play activities, experiences in social interaction, development of intellectual skills, etc. The program sample consisted of a total of 15 children from New York City hospitals. The children ranged from two years and three months to five years and one month, with the mean age of four years and seven months. Results indicated that at the conclusion of the school year: 90 percent of the children were rated above average in accepting their physical disability, 55 percent were rated above average in their ability to communicate with teachers and peers, 100 percent of the

children were rated by the teacher as not lower than between "usually and sometimes" in their ability to work and to play with other children and to conform to group routines. One of the most impressive aspects of the program was the outstanding dedication of the teachers and paraprofessional staff.

190. Muller, Mary C. Itinerant Bilingual Services Program for Title I Eligible CRMD Children; January-June 1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 26p. ED 138 689.

The primary objective of this Elementary Secondary Education Act Title I program for mentally retarded children was to improve the ability of the 450 participants to communicate effectively in either English and Spanish or in both languages. The second objective was to improve the reading and mathematics scores to these bilingual mentally retarded students. The program was implemented in 96 classes at 27 schools in Manhattan, Brooklyn and the Bronx. Four hundred forty-two students ranging in age from seven years eight months to eighteen years two months were chosen to participate. The program became operative in February 1975. Observations, interviews with participating teachers and data from a survey questionnaire indicated that by using a bilingual approach the students were able to improve communication skills, develop better student/teacher rapport and through individualization, improve work/study skills. Though test data were inadequate to indicate that objectives were met, it would appear that this program served such an important need that its services should be incorporated into the overall future planning for the mentally retarded. The short duration of the program, the staffing difficulties, inadequate facilities and administrative constraints all contributed to procedural drawbacks.

191. Oxman, Wendy G. Comprehensive Hearing Impaired Reception Program; Spring 1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 19p. ED 137 453.

This document presents a description and evaluation of the Comprehensive Hearing Impaired Reception Program (CHIRP). This program was designed to improve effective communication skills for hearing handicapped students whose native language was not English, and whose language deficiencies prevented them from effective participation in the learning process. A total of 47 students, all of Hispanic background, participated in the program. The program supplemented the regular services provided in resource rooms and in a work-study program for the hard of hearing in several schools. In the resource rooms, handicapped students received supportive services for part of the school day, and the remainder of their time was spent in regular classes. The program consisted of individual and small group language lessons conducted at least 40 minutes daily. The evaluation included pre- and post testing with the newly prepared Rating Scale of Pupils' Ability to Speak English and the Rating Scale of Pupils' Ability to Speak Spanish tests. Although the results did not reveal significant changes, the program served a target population in need of its services. As an adjunct to the resource room program, the program appears limited to the extent to which it went beyond the scope of the services already provided.

192. Oxman, Wendy G. Music Language Art Program; Spring, 1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 26p. ED 138 684.

The Music Language Arts (MLA) Program, funded under Elementary Secondary Education Act Title I, was designed for high school students with inadequate English skills for participation in regular content area subjects. Students were selected from the population of English as a Second Language (ESL) students in the schools. Those for whom additional English language instruction through music was deemed most appropriate and whose school schedules permitted were enrolled. The program operated in four high schools, serving approximately 299 students from grades 9-12. The development and improvement of English language arts, including reading, was the main objective of the program. Music, as a high interest area, was to be used as the vehicle for ESL instruction. It was to serve as the subject matter for instruction. Most frequently, lessons were planned around the vocabulary, concepts, and sentence structures involved in the lyrics of particular songs. Further language instruction was given based upon the teachers' perceptions of the students' needs. Based upon observations, interviews, and analysis of questionnaire responses, it was found that the program was effective in increasing student abilities. Test analyses based upon a one month period of effective operation did not reveal statistically significant results. As a pilot project, the Music Language Arts Program was judged an effective adjunct to other ESL instruction in increasing English language abilities and maintaining interest in school activities.

193. Posamentier, Alfred S. Remedial Mathematics Skills Program; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 75p. ED 137 478.

The Remedial Mathematics Skills Program funded under Elementary and Secondary Education Act Title I serviced students who were two or more years below grade level in mathematics in 50 New York City high schools for the 1974-1975 school year. The program objective was to improve students' computational skills through the use of calculators, computer assisted drill work, drill kits, project oriented activities, and other appropriate materials in a supplementary, individualized, corrective mathematics program. Approximately 7,300 students from grades 9 through 11 participated in the program. Statistically significant gains were achieved by students as measured by the Metropolitan Achievement Test (Advanced Level). The teaching of computational skills to high school students in small classes with individualized instructions (and the use of calculators) is apparently effective in significantly improving mathematics skills.

194. Petrello, George J. Remediation for Auxiliary Service Students. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 30p. ED 142 665.

The Auxiliary Services for High Schools Program (ASHS) in New York City is a service oriented alternative school concept and optional learning environment established to serve educationally disadvantaged students who have found it difficult to function in the traditional high school

setting, and as a result, have become school dropouts. This program provides counseling, remediation in reading and mathematics, high school equivalency preparation, bilingual, and English as a second language studies, and post secondary school counseling. It also makes referrals to both private and public agencies which provide services not offered by the Board of Education. About 1,691 students were expected to participate in the program. Standardized test results in reading and in mathematics indicate that significant growth in these two areas was achieved. The average student attendance amounted to almost seven months for a total of sixty-one days of instruction. One of the aspects of the program which accounted for the significant achievement results in math and reading was the alternative school organizational structure which encouraged self-motivation. This factor, combined with individualized instruction and a small group instructional setting, contributed to the success of the program.

195. Ramsay, James G. DSEPPS Supplementary Reading Program for Handicapped Children 1975-1976. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 50p. ED 136 485.

Reported is the evaluation of the Division of Special Education and Pupil Personnel Services (DSEPPS) 1975-76 Supplementary Reading Program for Handicapped Children, which operated in 43 schools in New York City and served 1,578 children (5-16 years old) through two agencies--the Bureau for the Education of the Physically Handicapped (BEPH) and the Bureau for Children of Retarded Mental Development (CRMD). The reading program is noted to have employed a repeating sequence of diagnosis, prescription, remediation, and evaluation. Among the evaluation objectives listed were statistically significant improvement of subjects in their reading grade level and mastery of eight previously failed instructional objectives in reading. Findings are reported in terms of evaluation objectives, field evaluation check list, discrepancy analysis, and recommendations from the prior year's evaluation. It is concluded that the DSEPPS Reading Program did produce statistically significant improvement in children's reading level; that it was not demonstrated that 70 percent of any of the groups of children were able to master eight or more instructional objectives from the California Presriptive Reading Inventory; that for the majority of children, participation in the program resulted in the mastery of instructional objectives which were failed on the pre-test; and that the program coincided with the project proposal. Tables with statistical data are provided; and appended materials are given which include a sample information report form, a data loss form, and a program abstract.

196. Ramsay, James G. Program for Institutionalized Children, 1974-75. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 41p. ED 138 697.

This program for institutionalized children, funded under the Elementary Secondary Education Act of 1965, involved approximately 2,181 children in 35 institutions in the New York City metropolitan area. Children were institutionalized for a variety of reasons: they were orphaned, neglected, dependent, in need of supervision, or emotionally disturbed.

For each child selected to participate in the program, there was a demonstrable need for extra help in reading and/or mathematics. Participants were expected to improve their reading and/or mathematics abilities. The program was designed to provide regular after school tutorial learning experiences for the children in reading and/or mathematics. The tutors were all licensed teachers. Tutoring took place in the child's place of residence. Personal, individual relationships between the tutors and each of their students were established. The program operated from September 1, 1974 through June 30, 1975. The analyses of the test score data indicate that the program did increase the reading and/or mathematics ability through the children's participation in after school tutorial and small group sessions. The data from site visits and observations also indicate that the program was successful.

197. Reiss, Philip. Reading and Arithmetic for Mainstreaming Brain-Injured Children (School Year 1974-1975). Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 26p. ED 136 459.

A special education program in New York City was designed to improve the reading and arithmetic skills of brain-injured children in mainstream classes (grades one through eight). An assessment of the extent to which participants improved in reading and mathematics and a study of the extent to which the actual program coincided with the proposed program are noted to include the following findings: that children in grades one through four achieved statistically significant improvement in both reading and mathematics, that children in grades seven through eight achieved gains averaging 2.3 months in reading and 2.9 months in mathematics (these results were not statistically significant), and that observations indicated the program operated essentially as described in the proposal. Recommendations include provision of the program only in schools in which 10 or more eligible children have been identified, and simplification of procedures.

198. Reiss, Philip. The Reading and Math Readiness Skills Program for Young Delayed Learners. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1975. 16p. ED 138 667.

This is a report of a New York City school district educational project funded under Title I of the Elementary and Secondary Act of 1965, which provided a supplementary reading and mathematics readiness program for early childhood CRMD pupils ranging in age from five to seven. The major goal of the program was to increase the levels of student proficiency in these skill areas. Specific emphasis was placed on language and speech development, motor coordination, self-expression, and self-help activities and work habits. Thirty classes in eleven schools representing the five boroughs participated in the program. Nineteen paraprofessionals conducted small group activities and individualized instructional sessions under the supervision of the classroom teacher. Program supervision was provided by a project coordinator. Alternate forms of the Metropolitan Readiness Test were administered as pre and post tests. An analysis of the data revealed that students made statistically significant gains in their

reading and mathematics skills. Program activity observations and staff interviews were used to evaluate this project. It met its objectives sucessfully.

199. Robin, Fay. Education in Action, School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 28p. ED 141 480.

This report is an evaluation of selected New York City Umbrella Programs funded under a special grant from the New York State Legislature. The 1975-76 Education in Action Program, a community health education program, served 427 elementary and junior high school students and 105 community parents in the Harlem and East Harlem communities. The program was designed to provide knowledge and expand awareness of prevention and treatment of health problems through conducting workshops on health related topics. Student participants were selected on the basis of their interest and their residency in the target areas. The staff included a coordinator, an educational assistant, an educational associate, a family worker, a clerk-typist, a part-time teacher, and volunteer consultants. The major objectives of the porgram were: (1) that 75 percent of the student participants demonstrate a 70 percent mastery of the adverse affects of venereal disease, cancer, poor hygiene and drug abuse; and, (2) that 75 percent of the parent participants demonstrate a 70 percent mastery of the adverse effects of venereal disease, alcoholism, cancer, poor hygiene, drug abuse, hypertension, and sickle cell anemia. Criterion referenced tests, developed by staff personnel were used as pre and post-test measures. An analysis of the test scores revealed that mastery was achieved by students and parents for each objective.

200. Robin, Fay. Goddard-Riverside Educational Camp Program, School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 31p. ED 142 635.

The Goddard-Riverside Educational Camp Program is a combination community center camp-city school program for New York City school children. Four hundred eighty fifth graders participated in the program. Groups of students with their teachers a program staff spent one week at the Goddard-Riverside Camp in upstate New York. As part of the program, extensive pre and post camp activities took place in the classroom and at cultural centers in New York City throughout the school year. This evaluation report concluded that participants in the program demonstrated significant increases in knowledge of scientific concepts. Significant improvement in written English was also achieved. Observations, interviews, and student journals were used as evidence that this program stimulated interests and motivated learning in natural sciences and other academic areas. A sample from the test used to measure progress is included in the appendix.

201. Rosenblatt, Sidney M. Corrective Mathematics Services for Eligible Non Public School Pupils; Evaluation Periods, School Year 1974-75. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 36p. ED 137 471.

This program, funded under Elementary and Secondary Education Act Title I, for eligible non-public school students in New York City consisted of corrective mathematics services and other supportive services. The supportive services were guidance, homework help and paraprofessional assistance. The program was aimed at first through twelfth graders, who were six months or more deficient in math. Instruction was in small groups with periods of individual instruction where applicable. The program emphasized a positive approach to remediation, an abundance of materials, a discovery approach to learning real life experiences and the use of games. Analysis of the data showed that the average student gained ten months over what his/her predicted scores would be in ten months of instruction. The guidance and homework helper supportive services had a statistically significant effect on learning as measured by test scores. The paraprofessional services were not shown to be statistically significant as a factor in successful student learning.

202. Rosenblatt, Harold. Sarah J. Hale High School-Project SABER. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 21p. ED 142 664.

Project SABER, which operated in Sarah J. Hale High School in South Brooklyn, consisted of bilingual instructional and supportive services to ninth and tenth grade Spanish language students. Students received bilingual instruction in social studies, science, math, and Spanish. All the SABER students received English as a second language instruction for two periods per day. In the major subjects, class size was kept under twenty. Students were programmed to receive individual and small group instruction from the resource teachers. The resource teachers were also involved in developing and translating instructional materials in Spanish. Parental involvement and staff development were also part of the project. The SABER students did not make any significant gains in reading and English language proficiency as demonstrated by standardized instruments. However, the SABER students did meet most of the objectives for academic performance on teacher made or city wide examinations.

203. Rosenblatt, Sidney M. Teacher Training and Tutorial Program in Reading; Evaluation Period, School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 13p. ED 141 490.

This report evaluates the teacher training and tutorial program in reading in New York City. The program was designed to offer after school instruction in 13 elementary schools and four junior high schools. Three hundred ninety elementary school students and 120 junior high students in grades two through nine participated in the program. Tutorial classes met once or twice a week for a total of 2 hours with the exception of one junior high school where students met in the morning

before the start of regular classes. The program was administered by teachers, paraprofessionals, and high school students who provided individual tutoring for two or three students. The major objective of the evaluation was to determine if, as a result of participation in the program, there was significant improvement in reading comprehension skills. All students were given alternate forms of the Stanford Diagnostic Test on a pre and post-test basis. The report concluded that the tutorial program in reading was successful in the fourth, sixth, and seventh grades. There was growth in the second, third, fifth, eighth, and ninth grades but these grades did not show significant gains.

204. Roth, William. Bilingual Teacher Intern Program; School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 51p. ED 137 468.

This report is an evaluation of a New York City school district educational project funded under Title VII of the Elementary and Secondary Education Act of 1965. The goals of the program were to provide bilingual instructional services in all subject areas to Hispanic pupils of limited English-speaking ability and to select, train, and place bilingual teachers in the classroom. Approximately 2,400 Hispanic children in grades K-8 were served by the program. Eighty college graduates with teaching credentials and bilingual communication skills in English and Spanish served as interns in the instructional program. The interns were placed in 54 schools encompassing three New York City boroughs. The program was staffed by a Project Director, a Coordinator, three Field Counselors/Teacher Trainers and two administrative aides. Teacher training was conducted through three components: inservice workshops, graduate school training, and field supervision. Specific program objectives and the means for achieving these objectives are outlined. The findings are presented and discussed. On the basis of the results it was concluded that the major objectives were met.

205. Sanua, Victor D. Bilingual Program for Physically Handicapped Children; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 33p. ED 137 448.

The purpose of the Bilingual Program for physically handicapped children was to provide a learning environment in which handicapped children who do not speak English or who speak with difficulty would be able to function in their native language. Emphasis was placed on the children improving their native language along with learning English as a second language. Emphasis was placed also on improving the student's self-understanding and self image through demonstrating the worth and value of the use of his native language, and by providing instruction in Hispanic history and culture. In addition to the instructional component, the project incorporated three other components: curriculum and materials development, teacher training, and parental involvement. To evaluate the effectiveness of the program, pre-and post tests were administered to the students. It was found that 78 percent

of the pupils showed some progress in reading, 74 percent improved their self-image, and 85 percent of the pupils improved their knowledge of Hispanic culture.

206. Schwartz, Lester J. Parent Resource and Tutorial Center, School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 23p. ED 142 642.

This report is an evaluation of a selected New York City Umbrella Program, funded under a special grant from the New York State Legislature. The program, which operated in three East Harlem schools, served 80 disadvantaged monolingual and bilingual children in the third through sixth grades who were two years or more below grade level in reading and in mathematics. Program goals were (1) to significantly improve students' basic skills in reading and in mathematics and (2) to educate parents and students about social and educational problems and about the use of community and school resources in dealing with these problems. The evaluation objectives for parent workshops were only partially met because evaluation procedures were misunderstood. In reading and mathematics achievement, only the third and sixth graders and the bilingual group met the objectives. It was concluded that the parent workshops had little impact on the community, that the tutorial center was effective in increasing the reading and mathematics skills of the participants, and that student workshops appeared to be an effective means of assisting students with their educational and social problems.

207. Schwartz, Lester J. Student Progress Reporter Corps., School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 18p. ED 141 488.

This program was designed to increase the reading ability of disadvantaged elementary school students in New York City. Three hundred twenty-five students, grades three through six, from three Harlem elementary schools were enrolled in the program on the basis of being at least a year below their expected reading levels. The educational method employed was based on the programmed instructional techniques developed by B.F. Skinner. The individualized programed instruction was monitored by reading specialists and educational assistants. The evaluation objective was to determine whether the students' reading scores would increase significantly from the pre-test to the post-test. The New York City Reading Achievement pre and post-test scores were assessed to evaluate reading improvement. The reading achievement results indicated that in all three schools the evaluation objective was achieved by the fifth grade. In two of the three schools, the fourth grade achieved the objective. The two sixth grades in the program failed to achieve the objectives. The only third grade in the program showed no positive results.

208. Schwartz, Lester J. Transitional Classes Program; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 28p. ED 139 896.

This report is an evaluation of a New York City school district educational program funded under Title I of the Elementary and Secondary Education Act of 1965. The purpose of the Transitional Classes Program was to provide educational experience for emotionally handicapped students returning from residential centers. The program's basic goals were to assist students in developing school appropriate behaviors and to provide intensive academic remediation in reading and mathematics. Of the 244 students who participated in the program, the 118 students who received pre and post tests constituted the sample. Operating in eight sites located in four New York City boroughs, the program was staffed by qualified teachers, paraprofessionals, two counselors, a teacher trainer, an attendance teacher and two supervisors. The objectives were achieved through the use of a behavioral management model which is explained in detail in this report. To measure academic gains, the reading and arithmetic sections of the Wide Range Achievement Test were administered as pre and post tests. Statistically significant gains in reading and mathematics were made. It was concluded that the Transitional Classes Program was successful in increasing the reading and mathematics achievement levels of its participants beyond expectation, that the intensive individual and group remediation provided by the teachers was an important contribution to the success of the program, and that the behavioral management model and the team approach proved to be a useful model for facilitating student growth.

209. Seiferth, John C. Guggenheim Museum Children's Program; Learning to Read Through the Arts, Summer, 1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 33p. ED 137 460.

During the summer of 1975 the program "Learning to Read Through the Arts" had as its target population 130 Elementary Secondary Education Act Title I eligible children ages 10 to 12 who were performing at least two years below grade level in reading. The students were divided into homogeneous reading groups based on standardized achievement test scores. The same groups also received instruction, on a limited basis, in mathematics. The program focused on the improvement of reading skills through motivating pupil interests. Supplementary workshops in the arts (dance, theater, music, painting, sculpture, mixed media, drawing, printmaking, puppetry, crafts, film making, etc.), were closely correlated with the reading program. Weekly field trips supplemented the instructional program. Parents attended an orientation session and were provided opportunities to participate in workshops taught by an arts and crafts instructor and/or the social worker. Parents also participated on the advisory council of the program. The various components of the program were competently coordinated, supervised and administered. The pupils who completed the program exceeded anticipated outcomes. Positive growth gains were recorded on the McGraw-Hill Prescriptive Reading and the Prescriptive Mathematics inventories.

210. Shore, Marietta S. Summer ESL Remediation for Incoming Pupils, 1975 High School Umbrella #2, Title I. Brooklyn, New York City: Board of Education, Office of Educational Evaluation, July 1975. 24p. ED 137 443.

The Summer Remediation for Incoming Pupils Program was designed to provide remedial instruction in mathematics, reading, or English as a second language (ESL) to selected incoming ninth and tenth grade pupils in New York City. This report describes the program and evaluates its effectiveness for the summer of 1975. A major goal of the program was to bridge the gap from intermediate to high school. Pupils were selected on the basis of their reading and math scores on the Metropolitan Achievement Test, or if they were rated as having moderate to severe difficulties on the Oral Language Ability Scale for Rating Pupils' Ability to Speak English. The latter students were placed in the ESL component. A total of 3,610 students participated in the program, and of these, 299 were in the ESL component. For students in the ESL component, the goals were to improve understanding, speaking, reading, and writing of English. Activities provided included structural dialogues, choral repetition, reading selections and responding to questions which assessed comprehension, and the writing of letters and vocabulary lists. Findings indicated a statistically significant difference between pre- and post testing as measured by the Stanford Achievement Test-Primary II Word Reading, Reading Comprehension, and Listening Comprehension Subtests. The majority of ESL and non-ESL students, were oriented to their new high school in a positive way. Despite deficiencies in library and guidance services, the overall program must be judged a success.

211. Siegelman, Marvin. Harlem Education Tutoring Program; Community District Umbrella Programs, 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 14p. ED 142 637.

This report evaluated the Harlem Tutoring Program which was designed to give individual home tutoring in reading and mathematics to elementary school students in New York City. The students were at least two years below grade level in reading and/or mathematics. Forty-three students between the ages of six and thirteen participated in the program. The tutors were mostly college students who met with the students two days per week, for two hours each session. The program attempted to increase the student's reading, mathematics, and self-esteem. In addition, parents of students were assisted with family, housing, employment, and health problems through referrals to agencies. The major emphasis of the program was improvement of basic reading skills, including comprehension and vocabulary. Audio visual aids were used to provide remedial instruction. Pre and post achievement tests, observations, interviews, and conferences were used to evaluate the program. The findings of the report indicated the range of reading grade scores for the total sample was 2.76 to 6.92 months. Accordingly, the range in mathematics grade scores was -.09 to 1.89.

212. Siegelman, Marvin. Harlem Parents School-Community Neighborhood Center; Community District Umbrella Programs 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 13p. ED 142 638

This report evaluated the Harlem Parents School Community Program designed to provide individual tutorial assistance to 80 elementary school students who were two or more years below grade level in reading and mathematics. Tutoring sessions were held at a neighborhood center Monday through Thursday afternoons and evenings. Workshops and cultural enrichment sessions were held on Friday afternoons. The program also provided referral services for parent and student problems. Parents were counseled and informed of their child's needs, progress, and school activities. Parents and students completed questionnaires concerning the various functions of the center. Tutors submitted weekly student progress reports and met with parents once a month. This report concluded that post test scores indicated no significant improvement in reading comprehension. An assessment of mathematics improvement could not be made because test scores were not on students' records.

213. Siegelman, Marvin. Summer Mathematics Remediation for Incoming Pupils; 1975 High School Umbrella Number 2. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1 August 1975. 19p. ED 138 661.

Funded under Elementary Secondary Education Act Title I, the Summer Remediation for Incoming Pupils program (RIP) was designed to provide remedial instruction in mathematics to incoming ninth and tenth grade pupils who had attended Title I junior high or intermediate schools. The program was designed to bridge the gap in changing schools. By exposing the incoming students to the school staff and curriculum of their new school, the intent was to improve student success and prevent premature drop outs. All 3,610 participating students were below grade level in reading and mathematics. The basic method of improving motivation to attend and study were the third period activities. Some of the activities were: shop work, photography, video camera work, typing, sports, journalism, blue-print, speedwriting, newspaper writing, etc. No direct attempt was made to relate the third period activities to the specific content of the remedial math classes. The statistical analysis of 180 ninth grade and 985 tenth grade pupils indicated significant improvement in mathematics skills as measured by the Metropolitan Achievement Test (MAT). An individualized approach and an atmosphere conducive to learning was observed in all schools.

214. Silverman-Dresner, Toby. Pre-Placement Program for Severely Multi-Handicapped Blind Children. 1974-1975 School Year. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 17p. ED 136 479.

Presented is an evaluation of a pre-placement program designed to improve the performance of 15 multi-handicapped blind children (four to ten years old) in activities of daily living, and to involve the parents in the children's education. Among findings reported are that all but one of the subjects improved in activities of daily living as measured by

the rating scale. It was recommended that the program be continued and that staff suggestions be incorporated into future programming. Test results are presented in tabular form.

215. Silverman-Dresner, Toby. Resource Room for the Speech Handicapped, (School Year 1974-1975). Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 15p. ED 138 004.

Thirty-two junior high school students with severe communication defects were provided with speech therapy--which included videotape feedback techniques, phonic mirror, tape recorder, "s" meter, pitch meter, language master, bicom, and other sensory aids--in the Speech and Language Resource Room (Queens, New York). Evaluation procedures included administration of the Templin-Darley Articulation Test, the Peabody Picture Vocabulary Test, and evaluator observations. Findings indicated that students serviced by the Speech Resource Room program made significant improvement in their speech and language skills.

216. Silverstein, Leonard. Program for Doubly Handicapped Children, School Year 1974-1975. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 24p. ED 136 478.

Presented is an evaluation of a program in seven schools in New York City which provided 19 special classes for 174 doubly handicapped students--mentally retarded and severely physically handicapped-- ranging in age from 5 to 21 years old. Among findings listed are that the 30 higher functioning subjects who were given the Wide Range Achievement Test did not achieve significant increases in reading and math, and that pre-reading readiness was significantly increased. Among recommendations discussed are that development of a corps of health aides to feed, toilet, and care for the severely handicapped would increase program effectiveness; that improved seating arrangements are needed; that extension of staff-parent interactions to include a behavioral psychologist would be helpful; and that physical facilities should be upgraded.

217. Silverstein, Leonard. Project Turnabout, School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 14p. ED 142 640.

Students in this remedial reading program were given a chance to "turnabout" through the use of innovative materials and methods used in the program. Remedial instruction in reading and all the language arts was provided. The program utilized three paraprofessionals. The Random House High Intensity Training System was used with 180 fourth through sixth grade students selected to participate in the program because they were at least six months below grade level in reading. The Metropolitan Achievement Test was administered during the first and last week of the program as

a diagnostic and assessment instrument. This evaluation report concluded that students in the program increased their reading performance as measured by the Metropolitan Achievement Test. Also, students used library resources more than they had the previous year and expressed favorable attitudes toward the program staff. The reading attitude assessment scale used for the evaluation is included as an appendix.

218. Siperstein, Gary N. Help Neighborhood Center Program, School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 21p. ED 142 639.

This report evaluated the impact of the Help-Neighborhood Center Program which was designed to inform parents of fifth through eighth grade students about health problems and community concerns. Four thousand elementary and junior high school students and 100 parents participated in workshops on venereal disease, drug abuse, welfare rights, mental health, feminine hygiene, consumer affairs, communication in the community, alcoholism, sickle-cell anemia, and dental care. The center served as a liaison linking community and school requests for information with local resource people and provider organizations. To evaluate the program, pre and post test questionnaire information was gathered from parents and students throughout the school year. The findings of this report indicate that students had significant gains in knowledge as a result of participation in the workshops; however, the extent of improved knowledge by parents could not be assessed because of poor questionnaire response.

219. Siperstein, Gary N. Supplementary Reading and Mathematics Instructional Skills Program for Handicapped Children. School Year 1974-1975. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 58p. ED 136 483.

Presented is the evaluation of a program designed to improve the skills of 2,700 handicapped students (5-16 years old) in the areas of reading and mathematics, using intensive individual and small group instruction and supplementing the special education academic program. Among findings listed are that brain-injured and physically handicapped children, particularly those in elementary grades, made significant academic gains; and that the program varied according to program site. Among recommendations noted are that receiving schools cooperate with the program teacher and teacher trainer in providing supplementary instruction, that orientation and inservice training for teachers be held throughout the year, and that teachers be provided with a curriculum package. Appended materials include a classroom observation profile and test results in tabular form.

220. Sirota, Norma. Bilingual Program for Children in Bureau CRMD Classes, School Year, 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 33p. ED 137 449.

This document presents a description and evaluation of the bilingual program for children in Bilingual Class for Retarded and Mental Development (BCRMD), a program designed to provide bilingual instructional and supportive services to eligible BCRMD students. The

program provided supplementary bilingual bicultural services to 153 mentally retarded pupils, of whom 108 were non-English dominant and 45 were English dominant. The program operated in four BCRMD schools. Each school was provided with a project team made up of a Bilingual Resource Room Teacher and a Bilingual Paraprofessional. The primary goal of the program was to provide equal educational opportunity for non-English speaking children through activities that would maximize their native language proficiency while developing competence in English. The program also sought to train bilingual teachers and to develop a bilingual-bicultural curriculum. The bilingual resource room teams served two kinds of Spanish-speaking students: those most limited in English speaking ability, and those less limited. The first group received daily bilingual instruction in core curriculum, language arts, math, English as a second language and cultural heritage. The second group received supportive bilingual instruction three times per week. Unlike the first group, these students received their developmental reading instruction in English. Findings indicated that success was achieved in Spanish reading, mathematics, core curriculum, cultural heritage and self concept. Pupils failed to achieve success in English as a second language.

221. Smith, Frederick. Fort Hamilton High School (GRASP). Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 18p. ED 142 656.

The Fort Hamilton High School (GRASP) Program in New York City was designed to offer bilingual instructional and supportive services to approximately 200 students who were Greek, Arabic, or Spanish. The program was intended for students considered dominant in their respective native languages. The program was set in the Bay Ridge section of Brooklyn in Fort Hamilton High School. The target population was drawn from grades nine through twelve. Students selected for the program received a curricular package containing native language instruction in the dominant languages, English as a second language, and instruction in mathematics, science and social studies. Other planned aspects of the program included provisions for staff development, parental involvement, and curriculum refinement. Results indicated that standardized test information was statistically significant in favor of the program. It was recommended that a systematic approach be undertaken to measure the native language arts skills of the students.

222. Soles, Stanley. Adlai E. Stevenson High School Bilingual Program; School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 44p. ED 137 469.

This report is an evaluation of a New York City school district educational project designed to offer bilingual instructional and supportive services to ninth, tenth, and eleventh grade high school students under funding from Title VII of the Elementary and Secondary Education Act of 1965. Its main objectives were to increase (1) the basic English skills of students in the expressive areas; (2) vocabulary and reading comprehension in English and Spanish; (3) competency in math and science; (4) student awareness of cultural heritage and ethnic background; and (5) student attendance. The target population

consisted of 250 Spanish speaking boys and girls. The staff included a project director, three content area specialists, a bilingual counselor, two English as a Second Language (ESL) teachers, and a number of assistants. A native language arts teacher and an additional education assistant were included for a part of the program. There was a reduction in staff during the project as a result of a cut in the education budget. A battery of tests were administered to students both as pre and post tests. Additional assessment measures employed were uniform final examinations, a project-developed examination to assess knowledge of ethnic culture, and attendance records. Statistically significant results were reported for the majority of objectives. The statistics as well as a detailed interpretation and discussion of the results are included in the report.

223. Soles, Stanley. Bilingual Program in Auxiliary Services for High Schools; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 50p. ED 135 923.

This report describes and evaluates the bilingual program of the Auxiliary Services for High Schools (ASHS) Program in the New York City Schools for the 1974-1975 school year. In 1974-75 there were 12 centers for this program distributed throughout all boroughs of New York City. Spanish was offered in nine of the programs, French in two, Greek in one, and Italian in one. The bilingual program provided for the development of increasing English skills through English as a Second Language (ESL) instruction. Beyond the ESL instruction, the bilingual program used the native or dominant language of the students to develop competencies in areas of reading development, math, science, social studies, and several other areas. Some students in Spanish were prepared for the General Education High School Equivalency Exam in English or Spanish versions. The program emphasized bilingual guidance and counseling for both academic and vocational needs of students. About 1,397 students were served by the bilingual program in the 1974-75 school year. Among the major findings of the evaluation are the following: (1) students for whom completed test results were analyzed showed significant gains in reading scores, (2) reading in native languages showed significant gains in each of the languages for which test results were completed, (3) achievement in mathematics among the 12 centers showed significant differences with the exception of one school, and (4) for those students whose results were known, over 80 percent of the students who took the high school equivalency examination passed.

224. Soles, Stanley. James Monroe High School Bilingual Program, School Year 1975-76. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 50p. ED 138 694.

The Bilingual Program in the James Monroe High School in the South Bronx in New York was designed to offer bilingual instructional and supportive services to ninth through twelfth grade high school students under funding from Title VII of the Elementary and Secondary Education Act. The program was designed to provide a model for replication by other high schools with similar problems. It was distinctive in two ways: (1) it was to maximize use of existing

tax levy and teaching personnel, and (2) Title VII funding was to be used only to provide supportive services for the program and for unique instructional resources. The program was organized in a bilingual mini-school in which non-English speaking pupils were offered academic, non-academic and skill subjects in their native language, Spanish. In addition, these students were given extensive instruction in English. To reinforce the instruction, the bilingual students simultaneously took other required courses with English speaking pupils. The program also offered a bilingual career orientation course and business skill subjects. The target population consisted of approximately 250 Spanish-speaking males and females. Results indicated that while the sudents showed gains in reading in English, mathematics and science, these gains were modest and were not statistically significant in line with criteria established for the evaluation. Some of the reasons for the performance on the tests used may be attributed to the tests themselves.

225. Soles, Stanley. Louis D. Brandeis High School Bilingual Program; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Education, 1975. 26p. ED 138 585.

The Brandeis High School Bilingual Program, now in its third year of operation, was funded under the Elementary Secondary Education Act Title VII. Four hundred eighty-five students who were in need of remedial work in English and/or speech were enrolled in the program. The main language in the home for these students was either Spanish or French. The objectives of the bilingual program were to improve the students' reading ability and language skills in Spanish and in English, to improve mathematics skills, to increase average daily school attendance, and to implement the program according to proposal guidelines. Bilingual instruction was provided in the major curriculum subject areas. Students were grouped according to their diagnosed condition and/or their need for developing English proficiency. An (ESL) program was implemented in terms of five progressive levels of competency. Correlated T tests with significance levels of .05 were used to compare bilingual program results with schoolwide norms. Pre and post test ratings on standardized instruments were used to assess the bilingual students' improvement. The report concluded that students in the bilingual program did show significant gains in reading Spanish, in speaking English, and in mathematics skills. The average daily attendance of the students in the bilingual program was significantly higher than that of the regular school population. No data were available for the English dominant students. Tables for reading results, ability to speak English on Puerto Rican Fluency scales, mathematics, and school attendance are included.

226. Soles, Stanley. Remedial Program in Reading and Mathematics for Homebound Children. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 32p. ED 137 479.

The Remedial Program in Reading and Mathematics for Homebound Children served 470 children who were provided tutorial instruction within their homes from February through June, 1975. It was funded under the Elementary and Secondary Education Act, Title I. Twenty-

nine teachers provided sessions with each child for two or more sessions per week. The children were two or more years behind in reading and mathematics and were designated as eligible for home-bound instruction due to physical handicaps, hospitalization, school phobic responses, and other reasons. The youths who participated in the program were from Manhattan, the Bronx, Brooklyn, and Queens. About one third of the youth were from families in which Spanish was the dominant language spoken in the home. There were three times as many boys in the program as girls. The age range was from seven to seventeen. The Wide Range Achievement Test was used on a pre-post testing basis. The results were analyzed in terms of a one way analysis of variance to determine if the gain or loss in reading and mathematics varied by the number of tutorial sessions held. The results of the analysis of the data for 202 youths revealed that the gain or loss in reading and mathematics did not vary with the number of tutorial sessions held and was not statistically significant. Recommendations for refunding the program included provisions for longer programs with more lead time and more diagnostic and background information available regarding each child prior to program operation. Implementation of these recommendations would enable the teachers to develop strategies for prescriptive teaching.

227. Southworth, William Dixon. Title I ESEA Program-Remedial Services for Eligible Non-Public School Pupils Speech Therapy Component. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 35p. ED 139 895.

This report is an evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965. Approximately 4,812 elementary and secondary non-public school children, drawn from four New York City boroughs and enrolled in the ESEA Reading, Mathematics, and English as a Second Language Program participated in the speech improvement program. The program was staffed by a coordinator, field supervisor, teacher trainer, and qualified speech teachers. Noted educators in speech, language, and education disabilities also participated in the program. The objective of the program evaluation was to determine by standardized testing and teacher judgment whether the severity and number of speech and language deficits had been significantly reduced. Except in kindergarten, eleventh, and twelfth grades, where sample sizes were too small, statistically significant differences between pre and post test scores were found, indicating that the speech and language deficits of the participants were reduced significantly.

228. Spivack, Frieda K. Native Language Arts--English as a Second Language Program; School Year 1974-1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 19p. ED 138 683.

This Native Language Arts-English as a Second Language Program funded under Elementary Secondary Education Act Title I was designed for economically disadvantaged students who were speakers of a language

other than English, and whose ability to read and write in their native tongue and in English was not adequate to permit through June 1975 in 34 high schools serving 6,750 students in grades 9-12. Pupils in the program attended a double period of native language arts or a double period of English as a second language or a double or single period of both or only period, depending on their individual needs. In other subject areas they were integrated into the mainstream of the school. Class size was between 14 and 20 students to provide for individualization of instruction. There were classes, in most schools, for beginning, intermediate, and advanced level students. Parallel programming of these classes allowed students to switch classes as their language competency increased. Results indicated that achievement test scores on post tests, the Stanford Achievement Test and the Inter-American Series Test, showed significant differences in reading comprehension in Spanish and/or French as well as in auditory and reading comprehension in English. Improvement was noted for a major proportion of the population. A special feature of this program is the close relationship between the central office, its director, teacher-trainers, and paraprofessionals.

229. Stern, Rhoda. Native Language Arts-English as a Second Language (Part C). Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 39p. ED 142 657.

The Native Language Arts-English as a Second Language Program was designed for economically disadvantaged students whose native language was not English and whose ability to read and write in English and in some cases in their own tongue was not adequate. It was in operation from February through June of 1976 in 14 high schools serving 1004 students in grades 9-12. Depending upon student need, a double or single period of small group instruction in English as a second language or native language arts was provided. The audio-lingual method of language acquisition was used to provide systematic and sequential instruction in pronunciation, sentence structure, vocabulary, rhythm and intonation patterns of American English. Reading and writing were introduced in English as students became more proficient. Wherever possible, parallel programming of beginning, intermediate and advanced level classes was maintained, enabling students to move as they demonstrated language proficiency. As a result of six months, one term and half-term testing of 792 students, statistically significant differences in English reading and auditory skills "were noted for 23 of the 26 groupings". Where significance was not obtained...pre to post treatment interval gains were observed.

230. Stern, Rhoda. Native Language Arts-English as a Second Language Program for Optional Assignment Pupils. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 33p. ED 142 658.

The Native Language Arts-English as a Second Language Program for Optional Assignment Pupils in New York City was designed for economically disadvantaged students whose native language was not English and whose ability to read and write in English and, in some cases their own tongue, was not adequate to permit them any degree of success in school. It was in operation from September to June

of 1976 in four high schools serving 395 students in grades 9-12. There were five teachers and five educational assistants. Depending upon student need, a double or single period of small group instruction in English as a second language was provided. The audiolingual method of language instruction was used to offer instruction in pronunciation, sentence structure, vocabulary, rhythm and intonation patterns of American English. Reading and writing were introduced as students became more proficient in their spoken language ability. Wherever possible, parallel programming of beginning, intermediate, and advanced levels was maintained enabling students to move among classes as they demonstrated language proficiency. The evaluation sought to determine whether students who participated in the program would obtain a statistically significant improvement in English reading and auditory skills. As a result of one year, half year, and quarter year testing of 289 students, statistically significant differences in reading and auditory skills were noted for 15 out of the 20 treatment groups.

231. Strichart, Stephen, S. New York Associate Center--SEIMC. Evaluation Report. Function NO. 09-56608. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 26p. ED 136 458.

Provided is an evaluation of the Special Education Instructional Materials Center (SEIMC), a New York City school district educational project providing direct service to parents, professionals, paraprofessionals, and teachers in training who are concerned with the education of handicapped children in the public and nonpublic schools. Among activities and services listed are provision of a circulating library of instructional materials and equipment, preparation and dissemination of bibliographies, publication of a newsletter, and presentations of workshops and in-service courses. Among findings noted are that SEIMC has been largely successful in achieving its objectives; that the most effective aspects appear to be in-service courses and workshops, materials loans, and demonstration of new materials and equipment; and that the general feeling expressed about SEIMC was a favorable one. Appended are a copy of the questionnaire used in the evaluation and interview checklists. Responses are presented in tabular form.

232. Strum, Irene. Bilingual Program in Auxiliary Services for High Schools; School Year 1975-1976. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 42p. ED 135 922.

The bilingual program of the Auxiliary Services for High Schools (ASHS) provides an alternative educational system in New York for students who are bilingual or speak no English but do speak Spanish, French, Italian, Greek or Chinese. The program's primary purpose is to prepare pupils for the General Education High School Equivalency (HSE) examination in English or Spanish; therefore reading and mathematics skills are emphasized. An English as a Second Language (ESL) component is included for the improvement of English skills. The bilingual program uses native or dominant languages to improve competency in reading, mathematics, and social studies. Participants are helped to

keep their cultural heritage. In the 1975-1976 school year there were 12 bilingual centers. The results of the evaluation showed that the basic evaluation objectives were achieved by students for whom data was available. English reading improved significantly. Reading in the native or dominant language and in mathematics showed a significant gain. For students whose HSE results were known, approximately 86 percent passed.

233. Strum, Irene. Corrective Reading, Corrective Mathematics and Bilingual Instruction of Pregnant School Age Girls. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 148p. ED 142 655.

This is an evaluation of a program designed to provide continuity of instruction in reading and mathematics for pregnant school age girls in New York City. The program was designed to provide instruction for monolingual and bilingual (English-Spanish) students. Selected students were two or more years retarded in reading and/or mathematics. Spanish speaking students received English as a second language instruction. Nine hundred pregnant school age girls participated in the program. Seven hundred and fifty were involved in reading and mathematics programs. One hundred and fifty were involved in bilingual instruction. Three hundred students were in grades 7,8, and 9. Six hundred students were in grades 10, 11, and 12. Diagnostic testing using the Individual Pupil Monitoring System (IPMS) was implemented. As a result of this program more than 80 percent of the students involved achieved mastery of at least one instructional objective in reading and/or mathematics. Evidence showed, however, that many students had mastered a significant number of objectives prior to instruction. Problems associated with the program included excessive absence and delivery of baby as well as staffing problems, a lack of sufficient materials and equipment, and the late arrival of diagnostic materials. Appendices include tables of detailed information on criterion referenced tests used in the program.

234. Toledo, Victor. Summer Reading Remediation for Incoming Pupils 1975; High School Umbrella Number 2, School Year 1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 14p. ED 137 441.

The Elementary Secondary Education Act Title I program, Summer Reading Remediation for Incoming Pupils 1975, had two goals: to improve reading skills by supplying an intensive program of remediation in reading, and to orient incoming students to their new school environment and its staff. Participating in the program were 2,807 ninth and tenth grade students. They were both pre and post tested. All student participants were selected from Title I intermediate and junior high schools. They were identified as retarded in reading. They were volunteers. The program consisted of one 50 minute period per day, five days a week. Reading skills were also stressed during a daily reinforcing activities period (metal shop, typing, drafting, etc.).

Statistical analysis of gain scores as measured by the Metropolitan Achievement Test showed that students who were in the program for a maximum of 14 instruction days made significant gains, on the average, over one month's improvement. Some reasons for the large gains obtained were: the small class size (no more than 15 students per instructor), the diagnostic-prescriptive approach to reading remediation employed, the availability of a wide range of materials, and the fact that remediation in reading comprehension and vocabulary skills was integrated into other class activities (metal shop, typing, drafting, etc.).

235. Weinstein, Sanford. Diagnostic and Remediation Program to Ameliorate the Reading Disabilities of JHS SRMD Pupils, February-June, 1975. Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1975. 25p. ED 136 487.

Evaluated was a project designed to provide a supplementary individualized reading remediation program for 1,221 educable mentally retarded students (12-16 years old) from 41 intermediate or junior high schools in New York City. The project goal was to diagnose the reading disabilities of the students, raise their level of reading proficiency, and ameliorate their reading disabilities. Teaching methods included one-to-one and small group instruction, and the use of multisensory instructional materials and equipment. Using pre- and post-testing, it was determined that student participants in the program succeeded in raising their reading levels significantly beyond the level anticipated. It was also found that diagnostic procedures were universally applied and utilized. And finally, it was found that delays in funding shortened the treatment period, and that difficulties in hiring prevented much contribution by psychological support personnel to the success of the program. The aspects of the program which were observed to account for the highly positive results were the individually tailored remediative efforts made possible by small group and one-to-one instruction, and the skill with which teachers executed both diagnostic and remediative tasks.

236. Weiss, James. More Advanced Reading Development, 1975-76 School Year. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 11p. ED 142 631.

This report evaluated the Advanced Reading Development Program designed to enrich reading instruction for 360 junior high school students in New York City who were reading two or more years below grade level. Students received individualized reading instruction for four forty-five minute periods per week. Students were pre-tested in October, 1975 and post-tested at the end of March 1976. As a result of participation in the more advanced reading development program, seventh graders achieved a mean reading grade growth of 8.2 months, eighth graders achieved a mean reading grade growth of .11 months, and ninth graders achieved a mean reading grade growth of .26 months. The report concluded that students in the program did progress beyond their recorded entrance achievement. However, only the seventh graders progressed beyond their expected achievement scores.

237. Weitzner, Martin. Central ESEA Title I Remedial Services for Eligible Nonpublic School Pupils: English as a Second Language. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 28p. ED 142 646.

The Nonpublic School Program-English as a Second Language was designed to provide remedial instruction in the English language with emphasis on oral English for those eligible non-English speaking pupils enrolled in Title I nonpublic schools. It operated in 89 schools and served over three thousand pupils in grades kindergarten through twelve. The program's major objective was that of enabling pupils in the program to achieve statistically significant improvement in their English language competency and fluency. The program provided language experiences employing an audiolingual approach to small groups of students, ranging in numbers of four to eight. These pupils received instruction for approximately 45 minutes a day, and for between two and five days per week. A wide variety of learning materials and audiovisual equipment was employed by the program. The program administrators provided ongoing training which tied the various program elements together. In addition, the operation of an exchange center provided teachers with an opportunity to become familiar with a wide array of materials and to exchange materials which were not specifically appropriate for their students with those which were. Test results for participating pupils demonstrated that students at all grade levels experienced statistically significant gains.

238. Wohl, Seth F. Benjamin Franklin High School Unit Program. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1973. 70p. ED 142 675.

The Benjamin Franklin High School Unit Program in New York City was designed to overcome the serious academic deficiencies identified as criterion for entry into the program: retardation in reading and mathematics; and to improve attitudes toward school, increase classroom attendance and participation, reduce the dropout rate, improve self-image and peer relationships, and increase aspiration toward the adult world of work. The program served 561 ninth and tenth year educationally disadvantaged high school freshmen and sophomores who were identified as having reading and mathematics standardized scores averaging three or more grade equivalent years below norm, and whose negative attitudes towards education made them potential dropouts. Enrollees were given a full day special educational program at a mini-school (or school-within-a-school complex) within Benjamin Franklin High School. Students helped to select their own courses from a special program catalog. Modular programming was used in the program. Overall, the direction of findings for all program objectives was positive. For the two most critical skill areas, reading and mathematics, achievement was shown to be statistically significant.

239. Wohl, Seth F. Benjamin Franklin Street Academy. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1973. 61p. ED 142 674.

In this evaluation report of the sixth year of operation of the Benjamin Franklin-Urban League Street Academy in New York City, it is recommended that the program be continued for the seventh year despite the poorer than expected student gains in all studied components and the sporadic student attendance pattern and high dropout rate. Students selected for the program were potential high school dropouts with educational deficiencies of two or more years in reading and in mathematics. Also, they had a record of failed courses, high absence, truancy and negative attitudes toward school and self. In addition to extensive tutoring, the program offered instruction in English, reading, writing, mathematics, Spanish, history, contemporary issues, chemistry, psychology, music (elective) and videotaping (elective). Detailed information on program staffing, operation, objectives and findings is reported in this evaluation. Appendices provide information on student personal data, teacher's evaluation reports on students, counselor's evaluations of students, student attendance and a student attitude questionnaire.

240. Wohl, Seth F. Chinatown English Language Center. Brooklyn: New York City Board of Education, Office of Educational Evaluation, November 1972. 85p. ED 142 676.

Situated in the heart of New York's Chinatown, the Chinatown English Language Center is a community based project designed to provide recent Chinese adult immigrants settling in New York City with basic English speaking, listening, reading and writing skills, which are necessary to their functioning effectively in U.S. society. Five hundred and fifty-three adults attended classes two hours daily for two days a week in an attenuated ten month school year instructional program, slightly in excess of 103 cumulative hours average with only one third of them (183) going the full year. The curriculum for the Adult Basic English (ABE) component of the Center was based on the Lado Series with supplemental materials, workbooks, projectors and tape recorders. Participants were appropriately matched to the earlier books of the Lado Series. A second curriculum component was the Comprehensive Consumer Education Program (CCE). In summary the outstanding contributions of the first year were in establishing and implementing a complete program of Adult Basic English instruction to 553 recent adult immigrants of Chinese origin, centering around an audio-active language laboratory facility, and in the designing of unique sets of Criterion Measures in English as a Second Language applicable for Chinese-to-English participants never before attempted in such detail.

241. Wohl, Seth F. ETHOS: Education Through Organ Study. Final Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1971. 67p. ED 142 679.

This document describes the Education Through Organ Study Program (ETHOS) designed to counteract disaffected students' falling academic achievement,

absenteeism and truancy, and negative attitudes toward education and the school. The program attempted to assure success in acquiring musical skill by providing portable desk reed organs, programmed music texts, and a highly structured syllabus. The program ran for five months, for one period daily. Three classes totalling 92 students participated. A modified Pan-American Musical Aptitude test was used to assess student musical abilities at inception of classes. In the comparative analysis of Metropolitan Reading Achievement test scores for the year before to the semester of the program, the scant data available for retested students suggested a widening of reading deficit among program participants. It also showed that those students with the lowest reading scores tended to drop out of the program. In summary, the program appeared to sustain highly positive motivation for those who remained in it, and resulted in a significant development of early musical knowledge and performance skills. However, the major goal of generalized transfer of improvement in learning to reading and major skill areas was not achieved. The project also failed to reduce absenteeism and truancy, or to improve significantly attitude toward education and the school as measured. As a result the program has been discontinued.

242. Wohl, Seth F. Independent Alternative Schools. Brooklyn: New York City Board of Education, Office of Educational Evaluation, July 1974. 85p. ED 142 673.

Ten alternative high schools serving a total of 2,750 students in New York City were evaluated in terms of their administration, programs, student body, and specific educational objectives. Three main types of programs were in operation at the schools. These included: (1) remediation with emphasis on basic skills in reading, mathematics and English as a Second Language, (2) full academic education with progress toward accumulation of credits toward a city-wide High School Diploma, and (3) experiential education at five of the schools. This emphasized external education such as unpaid courses in community organizations and paid cooperative work-study programs as alternate weeks in school and in industry. This evaluation report showed that gains for the program included fairly strong attendance, some gains in reading for all schools, exposure of several thousand students to the process of course self-selection four times a year, hundreds of others to career exploration, and graduation for hundreds more as well as signs of improved attitudes. Appendices include evaluation instruments used in the programs and brief sketches of the independent alternative schools evaluation.

243. Wohl, Seth F. Lower East Side Prep: An Alternative to the Conventional High School Program. First Year of Operation, Final Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1971. 95p. ED 142 678.

This evaluation report of one alternative high school in New York City analyzes the academic achievement, attendance, testing, academic credit, English language proficiency, and attitudes of the sixty minority students who attended this urban prep school in Chinatown. Three fifths of the students in the program were recent Chinese

immigrants. The support for this urban street academy was provided by the joint efforts of the community, private corporations, the State Urban Education fund (for the teaching staff salaries) and the "home" high schools (Seward Park and Haaren). All of these groups joined together as Break Free, Incorporated, the non-profit organization which supported the program. The results of the program showed improved attendance, little gain in academic achievement, little gain in standardized test scores (this was hampered by the lack of previous year data), improved English language proficiency, and positive student attitudes toward the school by most of the students. Teachers also expressed positive attitudes toward the school although they indicated a need for more teaching materials and curriculum assistance. This program was evaluated as successful, but the need for help with administrative problems, curriculum development, faculty interaction and better policies for student selection and retention was recognized. An appendix includes evaluation instruments used.

244. Wohl, Seth F. Lower East Side Preparatory School: An Alternative to the Conventional High School Program. Final Evaluation Report. Brooklyn: New York City Board of Education, Office of Educational Evaluation, December 1972. 114p. ED 142 677.

In this second year evaluation report of the Lower East Side Preparatory school in New York City's Chinatown, a history of the project is provided as well as information on the characteristics of the program in operation, the evaluation design used for this report, the findings after three trimesters and the recommendations for the recycling of the program. In addition to a detailed program description and listing of objectives, tables are provided with information on characteristics of the faculty in terms of background, education, teaching practices, use of non-teaching time and attitudes. Information on students is also summarized in tables on ethnic breakdown, attendance, achievement levels on standardized tests, academic achievement, credits earned, English language proficiency and attitudes toward school. Appendices include forms used for evaluation including a sample report card.

245. Wohl, Seth F. Program for Institutionalized Children. Brooklyn: New York City Board of Education, Office of Educational Evaluation, 1976. 70p. ED 142 680.

The Program for Institutionalized Children provided a supplementary individualized reading and/or mathematics remedial program, utilizing a diagnostic-prescriptive approach with the Croft Reading and Base Mathematics materials. Achievement was measured by means of criterion referenced testing procedures. Targeted pupils were all Title I eligible and numbered over 2,000. They were identified as neglected or delinquent children, and were several years deficient in reading and/or mathematics skills. The service provided by the program was limited to a diagnostic-prescriptive approach to reading and mathematics remediation. It was conducted as an after-school supplementary service, by a corps of travelling ("itinerant") Title I funded teachers. Instruction took place two or three days per week in two or four hour blocks of time. Virtually all of the population in the institutionalized

setting was from minority groups in New York City, mostly black and Puerto Rican, and from low socioeconomic status families and neighborhoods. Generally all students showed extensive retardation in reading and/or mathematics. Evaluation results indicate that the component of mastery of two or more instructional objectives was attained in mathematics but not in reading for selected objectives only. A high degree of pupil post-instruction mastery of selected objectives in reading and in mathematics was evidenced. These positive data attest to the effectiveness of the remedial instructional components.

246. Wohl, Seth F. Staff Role Expectations: A Study of Alternative High Schools--1975. Research Report. Cooperative Research City Tax Levy Program. Brooklyn: New York City Board of Education, Office of Educational Evaluation, June 1976. 44p. ED 132 228.

This study explores teacher and principal role expectations in conventional versus alternative secondary school settings. A 59-item "Role Expectations Instrument" was to give to 472 teachers in 11 conventional high schools, each having a mini-school associated with it, and in five independent alternative high schools. In addition, 11 principals of conventional high schools and five directors of independent alternative high schools completed a related questionnaire. The independent alternative schools had the youngest and most inexperienced staff with the least advanced academic educational credits. Mini-school staffs, on the other hand, greatly resembled the high school faculty group from which they had been derived. In conclusion, independent alternative school staffs, both attitudinally and demographically, perceived themselves very differently from mini-school alternative staffs who had self-selected themselves from their older conventional high school parental organizations. On many dimensions, mini-school faculties showed greater positivity and greater statistically significant differences from regular high school staffs than did their independent alternative colleagues.

247. Woloshin, Gerald W. College Bound Program; Summer 1975. Brooklyn: New York City Board of Education, Office of Educational Evaluation, August 1975. 42p. ED 135 918.

The principal objectives of the College Bound Summer Program, funded under the Elementary Secondary Education Act Title I, were to improve student's reading and mathematics, increase their ability to do college work, and make the students' transition from junior high to high school easier. Program participants were selected on the basis of either performance on the Stanford Achievement Test or recommendations from junior high school counselors. During each day of the program, students participated in three classes: remedial reading, corrective mathematics, and a reading or mathematics workshop. An ESL program with the same goals, and using the audiolingual approach, was a part of the program. For ESL classes all materials were in English and Spanish, and bilingual educational assistants were employed. It was found that the program produced significant gains in reading and mathematics for all groups of participants.

NORFOLK PUBLIC SCHOOLS

248. Coleman, Mittie, Comp. Earth Science Performance Objectives and Test Items. First Revision. Norfolk, Va.: Norfolk Public Schools, July 1973. 313p. ED 146 024.

This document provides a detailed outline of performance objectives and test items for an introductory secondary level earth science course.

249. Mc Vay, Pete, Comp. Physical Science Performance Objectives and Test Items. First Revision. Norfolk, Va.: Norfolk Public Schools, July 1973. 344p. ED 146 025.

This document provides a detailed outline of performance objectives and test items for an introductory secondary level physical science course.

250. Stull, Sharon, Comp. Life Science Performance Objectives and Test Items. First Revision. Norfolk, Va.: Norfolk Public Schools, July 1973. 237p. ED 146 026.

This document provides a detailed outline of performance objectives and test items for an introductory secondary level life science course.

NORTH YORK BOARD OF EDUCATION

251. Campbell, Patricia; Virgin, A.E. An Evaluation of Elementary School Mathematics Programs Utilizing the Mini-Calculator. Willowdale, Ontario: North York Board of Education, July 1976. 42p. ED 137 120.

The purpose of this study was to compare the achievement, attitudes, and teaching/learning experiences in mathematics programs of two groups of elementary-school students in grades 5 and 6. Approximately 150 students in each of two elementary schools were given a standardized mathematics achievement test and a questionnaire regarding attitudes toward mathematics and the use of calculators in the mathematics program. Then, for a seven-month period, students in one school had calculators available in their classrooms for checking their work, while at the second school no calculators were permitted. At the end of this time, the standardized test and the attitude questionnaire were given as posttests. Results on the achievement test showed that for the computation subtest, there were no significant differences in the gain scores between the two schools. On both the mathematics concepts and the problem-solving subtests, however, fifth graders in the experimental group scored significantly higher than fifth graders in the comparison group. Results on each of the questions on the attitude questionnaire are reported in percentages. An appendix includes a copy of the questionnaire.

252. Campbell, Patricia; Virgin, Albert. A Survey of Elementary School Teachers' and Principals' Attitudes to Mathematics and Utilizing Mini-Calulators. Willowdale, Ontario: North York Board of Education, July 1976. 27p. ED 137 121.

Investigator-constructed questionnaires were distributed to fourth-, fifth-, and sixth-grade teachers and to elementary school principals in order to determine their attitudes toward the use of calculators in the mathematics program. One hundred eighty-three teachers and 64 principals responded. Results showed that the three most frequently cited teaching objectives for mathematics included understanding basic concepts, practicality, and the development of logical reasoning skills. Other objectives included proficiency in problem-solving, computational skills, and an enjoyment and interest in mathematics. Just over half of the teachers did not think the use of a calculator would help them realize their teaching objectives. Advantages and disadvantages of the calculator were cited. Almost half of the teachers surveyed felt that the calculator could be introduced between grades 4 and 6, while 44 percent indicated a preference for after grade 6. More than half of the principals thought that students should display at least average proficiency before being able to use a calculator. The majority of principals agreed that the community should be informed if calculators are going to be used in the schools and most of the principals would anticipate a "mixed" community reaction. The results of this study suggested that teachers and principals are not unlike in their attitudes toward the use of calculators in the classroom and are consistent in identifying similar advantages and disadvantages of using calculators. Copies of both of the teachers' and the principals' questionnaires are included in the appendices.

253. Crawford, Patricia. An Evaluation of the French Immersion Program, Kindergarten - Grade Two. Willowdale, Ontario: North York Board of Education, August 1976. 49p. ED 139 270.

This paper presents the results of the evaluation of the North York French immersion program at kindergarten, grade 1 and grade 2. The evaluation included the pupils enrolled in the first class established at each grade level, and focussed on the following four questions: (1) Are pupils developing competence in the French language?; (2) Is the development of reading and arithmetic skills comparable to that of pupils in an English-only program?; (3) Are pupils developing a positive self-image?; and (4) Has the development of intellectual and cognitive abilities been hindered as a result of instruction in a second language? In addition to data gathered each year from pupils participating in the program, their parents were asked to complete questionnaires regarding their opinions of the program, as well as their general attitudes toward French and toward learning a second language. The report is divided into two major sections. Part 1 describes both the method for collecting data from pupils, and the results of the data analysis for each of the three grade levels, respectively. Part 2 outlines the results of the parent questionnaires distributed each year.

254. Virgin, A.E. Educational Planning: Introduction, Definitions and Models, Benefits, Conclusions. Research Report. Willowdale, Ontario: North York Board of Education, October 1976. 11p. ED 132 668.

This paper examines the organizational planning process and its potential contribution as a method of facilitating a school system's ability to adapt to its changing environment. After reviewing the literature on educational planning and discussing several different planning models, the author concludes that the educational planning could be a useful complement to the existing decision-making style of the North York Board of Education.

OAKLAND UNIFIED SCHOOL DISTRICT

255. Adwere-Boamah, Joseph. Project MACK. Final Evaluation Report 1974-1975. Oakland, Calif.: Oakland Unified School District, 15 August 1975. 106p. ED 140 415.

Project MACK's major goal was to provide a comprehensive school program at McClymonds High School in Oakland, California, that would reduce the dropout rate, improve student achievement, reduce absenteeism and class-cutting, and improve student attitudes toward school. Project components included (1) Career Cluster Program, which focused on work experience and classroom occupational orientation, language arts, social studies, reading and math workshops, inservice training, and the instructional media center; (2) Student Support Services, which provided guidance and counseling, special psychological services, a health program. a student activities program, and inservice training; and (3) a Management Component, which provided for overall coordination of the project. Project MACK was successful in reducing the percentage of dropouts from 16.1 percent to 6.2 percent. There was a reduction in the class-cutting rate from 23.0 percent in 1970 to 7.2 percent at the end of 1974-75. The absentee rate was reduced by 14.1 percent. Reading and mathematics achievement test scores of students who enrolled in Project MACK's reading and math programs showed significant gains. Surveys showed that a majority of students and parents were satisfied with the progress made by the project.

OKLAHOMA CITY PUBLIC SCHOOLS

256. Lindley, Jesse B. Title IX Self-Study Report of the Oklahoma City Public Schools. Oklahoma City, Okla.: Oklahoma City Public School System, 28 June 1976. 197p. ED 131 582.

Under Title IX of the Education Amendments of 1972, institutions affected must engage in appraisal and evaluation of current policies, practices, and procedures to determine possible discriminatory effects in five areas--athletics, counseling, curriculum and physical education, employment, and extracurricular activities. This report contains the Oklahoma City Public School's self-appraisals in these areas. Also included are a notification of the district's non-discrimination policy, the members and scope of the district's Title IX

task force, and the Final Evaluation Survey of the Title IX Sex Discrimination Institute.

OTTAWA BOARD OF EDUCATION

257. MacNab, G.L. A Model for Determining Costs of School Programs. Ottawa, Ontario: Ottawa Board of Education, Research Centre, April 1977. 22p. ED 136 406.

A model is outlined that generates program costs and indicates the relative contribution of the various dimensions of a program to costs. The model says that there is no direct relationship between costs and learning, but that program (and school) parameters intervene. Some of these parameters have costs associated with them, but these are not necessarily salient in predicting learning differences. The model, still incomplete, indicates relationships among cost-related parameters and shows how program costs may be generated or predicted from them.

PHOENIX UNION HIGH SCHOOL SYSTEM

258. The Effect of Air-Conditioning on Student and Teacher Performance. Phoenix, Ariz.: Phoenix Union High School District, Dept. of Research and Planning, January 1973. 6p. ED 131 580.

The literature is reviewed to see if research shows a relationship between student and teacher performance and air conditioning of classrooms. The benefits of air conditioning in promoting learning are substantiated by studies that are summarized but not cited. The relationship of the report to the Phoenix Union High School System Advisory Council's high priority on air conditioning and the North High School air conditioning project is mentioned.

259. Estes, Gary D. Mathematics Accountability Model Final Evaluation Report. Phoenix, Ariz.: Phoenix Union High School District, Dept. of Research and Planning, June 1976. 15p. ED 132 165.

The Mathematics Accountability Model (MAM) Project has succeeded in the development, implementation, evaluation, and dissemination of a completely individualized learning program for basic and higher order math skills. Student interest and achievement in the MAM Project are well documented exemplars of its success. It is recommended that the Phoenix Union High School System and the Arizona State Department of Education continue to support the expansion of the MAM to other schools and districts. The MAM can be recommended as an effective individualized learning program that provides for a continuous uniform evaluation system in basic and higher order mathematics skills.

260. Goodwin, Coleen. Phoenix Union High School System Freshmen and Juniors Look at High School, November 1974/April 1975. Phoenix, Ariz.: Phoenix Union High School District, Dept. of Research and Planning, 1975. 129p. ED 132 163.

The Upperclassmen Look at High School Survey was administered in April 1975 to randomly selected junior classes, along with the Vocabulary section of the Iowa Test of Educational Development. This survey was administered, along with the freshman survey in October, as a check on student attitude toward the following: new educational concepts, activity participation, high school facilities, peers, school, and teachers. Approximately 20 percent of the system's 5,800 juniors were sampled. The junior results are compared with the freshman survey results throughout this report and include: (1) description of those surveyed, (2) comparative responses to new educational concepts, (3) comparative participation in activities, (4) comparative Likert scale responses to statements regarding self, peers, school, teachers, and teaching methods, (5) comparative profiles, and (6) copy of upperclassmen instrument and item analysis. Also included in this report is a junior stability picture.

261. Phoenix Union High School System Follow-Up Study of 1972 Graduates. Phoenix, Ariz.: Phoenix Union High School District, Dept. of Research and Planning, 1974. 54p. ED 132 187.

The purpose of this survey was to obtain feedback information from the 1972 Phoenix Union High School System graduates approximately one year after they had graduated. A questionnaire was mailed to a random sample of graduates; then tabulations were made by school on their responses. Objectives of the follow-up study included the following: (1) to identify post-secondary educational and occupational activities of former students; (2) to provide information regarding career entry and advanced training as a basis for improved guidance or counseling practices; (3) to obtain feedback from graduates to assist in evaluating the educational program; (4) to obtain information which would be helpful for the North Central Association of Secondary Schools and Colleges and other groups as they evaluate the educational program; and (5) to aid present staff in educational planning of future programs. This report includes a description of the sampling and evaluation design, a summary of the results, some recommendations, and a tabulation of the results, school by school.

262. Where Phoenix Union High School System Students Live and Attend School. 1976-1977. Phoenix, Ariz.: Phoenix Union High School District, Dept. of Research and Planning, 1976. 18p. ED 131 581.

In 1969-70 the Research and Planning Department established Phoenix Union High School System study area boundaries that are contiguous with census tracts, elementary school and district boundaries, high school and district boundaries, area transportation study boundaries, and natural and man-made obstacles. Students were identified by these study areas so one is able to determine where

students live and where they attend school. Consequently, the correlation of a considerable amount of sociological and school data is possible. This information is helpful in determining the stability of particular school areas, the influence of the open schools, and the extent to which racial composition is affected by where students attend school versus where they live. Three tables provide information on student membership in attendance areas (by race), percent of students residing in attendance areas who are in membership in that area (by race), and number of students who leave their neighborhood to attend another high school (by race). Appendixes provide further information on student residence and membership.

RICHMOND PUBLIC SCHOOLS

263. Frichtel, Joseph F. Student Job Placement Service, Final Report. Richmond, Va.: Richmond Public Schools, June 1976. 44p. ED 131 337. Paper copy not available.

This three year pilot project demonstrated the feasibility of schools assuming responsibility for the job placement of students at every exit level, and established a systematic, effective job placement service capable of serving all secondary students. The project was operational at a high school serving 1,303 students of which the racial balance is 75 percent black and 25 percent white. Through the cooperation of the business community, the job placement service acted as an employment agency and also provided students the opportunity to prepare themselves for the world of work through programs focused on employer expectations. Of the 884 graduates using the service during the three year period, 613 requested job assistance. Of these, 109 full-time and 208 part-time placements were found. Over 900 other students requested assistance in part-time and summer placements. Students most difficult to place were school dropouts with behavior problems. The cooperation from business leaders, counselors, teachers, administrators, and community resource people contributed to the success of the project. Recommendations are offered for the establishment of similar services. Project forms are appended.

SAINT PAUL PUBLIC SCHOOLS

264. McCormick, Fred C. Third Party Evaluation of the Saint Paul-Minneapolis Career Education Project. Interim Report. Minneapolis, Minn.: Educational Management Services, Inc., 30 June 1976. 77p. ED 133 564.

Second-year evaluation of the career education projects at Saint Paul and Minneapolis from October 1975 through June 1976 was conducted in three phases: Management activities, curriculum development/inservice workshops, and student outcomes. Findings indicated evidences of community involvement, staff development through inservice activities, cost effectiveness, infusion of career

education into the general curriculum, and student growth in career awareness and maturity. However, more time is needed at both sites for planning and inservice programs. The report presents project background, major activities and accomplishments, and evaluations of the two sites. Results of teacher and student surveys and some project materials are included.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

265. Hollomon, John W.; And Others. A Cross-Cultural Investigation of Language and Thought in Young Anglo-, Black-, and Mexican-American Children of Low Social Status Parents. 1976. 57p. ED 131 955.

The purpose of this investigation was to make a cross-cultural study of the abilities of Anglo-, Black-, and Mexican-American young children of low status parents to process a given set of language and thought universals. The 27 subjects (nine subjects in each ethnic group) were divided into three subgroups according to age-grade levels, five, six, and seven years old (K-2 grades). The instrument consisted of 33 information-eliciting question forms, including 39 questions arranged in an ascending order of difficulty. The interviewing technique was used to collect the data. A phrase structure analysis was made of the data to determine the extent to which the grammatical structures in the responses would reveal observable and quantifiable differences in abilities to process a given set of concepts. Combined results for each ethnic group indicated that, with a few exceptions, each had acquired the language and thought processes elicited, as these relate to classification, seriation, spatio-temporal relations, and causality. The overall conclusion was that the patterns of mental operations appear not to be adversely affected by ethnicity, whereas culture appears to affect levels of speech production across ethnic groups.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

266. Sung, Robert. Placement Tests for Golden Mountain Reading Series. San Francisco, Calif.: San Francisco Unified School District, Chinese Bilingual Pilot Program, 1977. 18p. ED 144 388.

These placement tests are designed to help teachers determine a students' Chinese reading and writing level and to place them in the appropriate grade level book in the Golden Mountain Reading Series. The tests are divided into two parts: (1) word recognition and (2) reading and writing test.

SCHOOL BOARD OF BROWARD COUNTY

267. Reading Center: 1972-73 Follow-Up Study, No. 72. Fort Lauderdale, Fla.: Broward County School Board, December 1974. 15p. ED 140 227.

This study was designed to determine whether third-year pupils in a reading center project maintained their reading gains 16 months after

leaving the program. Subjects consisted of two control groups and an experimental group--a random sample of third-year pupils enrolled at the reading center during the fall of the 1972-1973 school year. Criterion reading tests were administered as part of a country-wide testing program, completely independent of the reading center. Results of the study indicated that participants' gains tended to be maintained 16 months after they finished the program and that black participants may have benefited more than did the white participants, especially in the area of reading comprehension.

SCHOOL BOARD OF HILLSBOROUGH COUNTY

268. Foster, Gordon, Discipline Practices in the Hillsborough County Public Schools. Coral Gables, Fla.: University of Miami, South Florida School Desegregation Consulting Center, 1 April 1977. 82p. ED 145 575.

This study consisted of an analysis of suspension patterns; a description of inhouse suspension programs; perceptions of secondary principals, teachers, and students about discipline in the schools; perceptions of the community about suspension and discipline policies; a review of the district's human relations program; an examination of student handbooks; and general recommendations and possible alternatives to current practices. Among the conclusions and recommendations were that a significant number of suspensions are for minor offenses that are nondisruptive, that the suspension rate for black students is clearly disproportionate to their numbers in the school system, that inhouse suspension programs are perceived as the clearest and quickest way to decrease discipline problems, that suspension should be used sparingly because of its disruption to the individual's education, and that regularly scheduled and planned communication sessions should be maintained and continued between minority group representatives and various levels of the school administration.

SCHOOL DISTRICT OF PHILADELPHIA

269. Asano, Mildred. Demographic Data for Special Needs Children in Title XX Day Care. Report No. 7698. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, April 1976. 121p. ED 133 931.

Presented are demographic data for handicapped children in the Philadelphia area who might be eligible for federally funded (Title XX) day care services. The report consists of data tables and narrative sections for the following information: estimated number of handicapped children within catchment areas (CA's); estimated median income level of CA's in relation to Title XX income eligibility; identification of Title XX specialized centers in relation to CA's; and a list of day care centers (including

their capacity, payment status for services, and type of program by auspice) for each CA. The final section provides two examples of ways in which the data may be used for planning purposes.

270. Asano, Mildred M. A Description of the Structure, Functions, and Services of the Title IV-A Social Services Component in Philadelphia, 1974-1975. Report No. 7660. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, October 1975. 187p. ED 143 438.

This report, representing the second half of a comprehensive study, presents descriptive data on the structure, functions, and services of the Social Services Component in Title IV-A Day Care in Philadelphia. Data were based on extensive interviews with 67 respondents representing 35 agencies. Two interviews, one each with a supervisor and a social service worker, were planned for each social service unit so that a more comprehensive and reliable description could be obtained. The actual data collected represented two-person responses from 27 units, and single responses from 13 units. Major areas in which findings are presented include: (1) simplicity of component structure, (2) activities of service workers, (3) key services offered, (4) procedures for admission of children into the Day Care Program, (5) agency provision for the professional growth and development of its workers, (6) case work load, (7) service worker participation in parent involvement activities, and (8) service worker role in the referral of clients to other community agencies. Two major problems identified by respondents were that the service worker's role needed additional clarification and that there was a lack of support from other internal staff members. Analysis of within-unit data suggested that there was a lack of communication among workers and supervisors in the same units. Extensive tables are included.

271. Asano, Mildred M. A Profile of Social Service Personnel in Title IV-A Day Care in Philadelphia, 1974-1975. Report No. 7646. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, October 1975. 57p. ED 143 439.

This report, representing the first half of a comprehensive study, describes the personnel of the Social Services Component in Title IV-A Day Care in Philadelphia and discusses some of the functions and services provided by these personnel. Data were based on responses from 129 service workers in 38 agencies. Respondents reported information on 21 variables concerning their background and training conditions, and identified what they perceived to be the primary services of their agencies. Responses on all variables are reported and data on four major questions are presented in some detail: these four involve the types of direct services provided and the educational background, caseload and percentage of time spent in direct services by assistants/aides, social workers and supervisors. The mose important services identified were information and referral, counseling, and participation in parent activities in day care. Educational backgrounds of assistants/aides

and social workers were found to be different but their jobs were found to be similar, except that social workers provided more of the direct services to families while assistants/aides spent more time on eligibility and parent participation activities. More than half of all social service workers were supervised by an agency director rather than a social service supervisor. Tables are included .

272. Atkins, Janice; Goodwin, Judy. Report of Supportive Services and Parent Involvement in Follow Through in Philadelphia, 1975-1976. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, March 1977. 45p. ED 142 310.

This document, part of a series of reports on the Philadelphia Follow Through Expansion Program, describes the level of medical, dental, psychological and social service and parent involvement in the 18 schools involved in the project. Each section includes a description of services to the total program, and discusses the attainment of Title I objectives which are mandated for programs receiving Title I funds, followed by a more detailed description of the services at the individual school level. The principal finding is that due to declining enrollment and increased costs over the years combined with same funding, the level of supportive services to Follow Through children has been gradually decreasing. Appendices include data sheets on the various services.

273. Atkins, Janice; And Others. Report of Supportive Services and Parent Involvement in Follow Through in Philadelphia, 1974-1975. Report No. 7769. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, December 1975. 88p. ED 143 437.

This report presents information on Follow Through supportive services (medical, dental, psychological and social) and parent involvement in 18 Philadelphia public schools for the 1974-75 school year. Medical services information indicated that, despite the fact that seven schools had no medical contracts until January or later, contracted services were utilized by 1,732 pupils (71 percent of those referred) for treatment of medical problems. Dental contracts were negotiated by some schools earlier in the school year, with 1,611 pupils (85 percent of those referred) receiving treatment; in addition, five schools utilized non-contracted agencies where 571 more children were treated for dental problems. Due to increased personnel costs, psychological services were minimal: only 9 of 18 schools had any form of contracted service, with 192 pupils (57 percent of those examined) treated for psychological problems. In terms of social services, 9,396 home visits were made to Follow Through families during the school year, and 4,968 families received aid from social service personnel. In the parent involvement component, Follow Through parents donated a total of 47,483 volunteer hours, an average of 8 hours per parent. Recommendations included employment of school psychology interns and provision of transportaion for better use of contracted services.

274. Basic Data Tables (School Year 1975-1976). Companion Volume to Follow Through Pupil Achievement Characteristics, 1971-1972 through 1975-1976. Report No. 77121. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, January 1977. 262p. ED 137 408. Paper copy not available.

This volume contains basic data tables for the analyses of 1975-1976 results reported in Follow Through Pupil Achievement Characteristics in Philadelphia 1971-1972 through 1975-1976 (ED 137 407). In addition to providing the data base for the above report, the tables allow the computation of inferential statistics outside the design of the local evaluation effort. In most statistical inferences based on test data, two sources of error must be considered: the error associated with the test and the error associated with sampling procedures. The analyses reported in the aforementioned volume have examined mean differences in terms of the first source of error and not the second. In the second section, comparison matrices are provided for all subtest areas at each grade level. In these, each Follow Through, Non-Follow Through, and Total District grouping and aggregate is compared with every other one.

275. Chern, Hermine J.; And Others. Evaluation of Career Education Projects, 1975-1976. Report No. 7715. Philadelphia, Pa.: Office of Research and Evaluation, September 1976. 153p. Ed 132 169.

The evaluations of 26 career education programs which operated in the Philadelphia school district from July 1, 1975 to June 30, 1976 are contained in this report. Generally the projects achieved their objectives, with only a few exceptions. Indications are that the career development programs currently in progress in Philadelphia are well adapted to the environment in which they are expected to function, and have been developed in accordance with the actual needs of the students they are intended to serve. Of the 26 projects evaluated, eleven of these were primarily concerned with classroom or shop instruction, six with curriculum development, and five with guidance activities. The other four projects involved staff development, job placement, and the development and refinement of a computer management system for the skills centers. Information is presented for each program separately and includes budget, project description, project history, objectives, project implementation, and project outcomes: evaluation questions, discussion, and conclusions and recommendations.

276. The Early Childhood Evaluation Unit (ECEU). Philadelphia, Pa.: Philadelphia School District, Office of Early Childhood Programs, 1976. 19p. ED 134 344.

This is a description of the Early Childhood Evaluation Unit (ECEU), which was established as a unified, comprehensive means of conducting evaluation and research activities regarding Early Childhood Programs in the School District of Philadelphia. Its responsibilities include fulfilling the evaluation requirements stipulated by federal, state, or municipal funding sources. The ECEU is committed to the goals of:

(1) providing information useful for all levels of program decision-making regarding the major early childhood programs in the school district; (2) contributing to data-based policy determination regarding early childhood efforts at local, state, and federal levels; and (3) serving the advancement of knowledge regarding effective early childhood programs. Included are brief descriptions of: priorities, organization and staff functions. The appendix contains a list of rankings of educational priorities derived from the responses of the Early Childhood Program Directors.

277. Education of Handicapped Act Title VI, Part B. Report No. 7725. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, November 1976. 168p. ED 143 680.

Projects in the Philadelphia School System funded under the Education of the Handicapped Act, Title VI-B, during 1975-76 included two major components: the Model Services for Handicapped Infants Program, designed to provide education and training, within the home environment, to handicapped children (0-3 years) and their parents; and the Preschool Speech and Hearing Diagnostic Program, designed to provide comprehensive services to speech, language and hearing impaired children (3-5 years). The Preschool Speech and Hearing Diagnostic program provided identification and diagnosis of handicapped children, prescriptive therapy incorporating both individual and group procedures parent involvement in language simulation therapy, and training to classroom teachers and aides in techniques for stimulating language deficient children. Activities of the Handicapped Infants Program staff included preliminary evaluation of children, scheduling clinic and hospital appointments, accompanying parents to clinic appointments to provide psychological support and explain procedures, consulting with parents, teaching parents infant stimulation techniques, and referring parents to appropriate social agencies for continued services. Efforts to increase public awareness of these programs, implementation of the goals, and evaluation methods are described. Data collection instruments are appended.

278. Evaluation of Title I ESEA Projects, 1975-1976: Abstracts. Report No. 7704. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, August 1976. 154p. ED 142 578.

This volume contains abstracts of the evaluation reports of projects funded under Title I ESEA during the 1975-76 school year. It is intended to provide the reader with a brief but comprehensive overview of the degree to which project goals were attained. Each abstract contains current management information, as well as information on observed activities, attainment of objectives, and impact. Title I projects evaluated here include Affective Education, Benchmark, Bilingual Education, Comprehensive Reading Projects, Computer Managed Instruction, Counseling Services, Creative Dramatics, Education in World Affairs, English as a Second Language--Readiness, English to Speakers of Other Languages Follow Through, Institutions

for Neglected and Delinquent Children, Learning Centers, Meet the Artist, Media Center, Motivation, Out of School Sequenced Science Experiences, School--Community Coordinator, Speech and Hearing, Summer Special Education, Walnut Center, and Young Audiences Intensity Program.

279. Evaluation of Title I ESEA Projects, 1975-1976: Technical Reports. Report No. 77124. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, December 1976. 327p. ED 137 366.

Technical reports of individual Title I project evaluations conducted during the 1975-76 school year are presented. The volume contains extensive information about each project's rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of its objectives. The Title I evaluations contained here are for the following programs: Affective Education, Benchmark, Bilingual Education, Comprehensive Mathematics Projects, Comprehensive Reading Projects, Computer-Managed Instruction, Counseling Services, Creative Dramatics, Education in World Affairs, English as a Second Language--Readiness, English to Speakers of Other Languages, Follow Through, Institutions for Neglected and Delinquent Children, Learning Centers, Meet the Artist, Motivation, Media Center, Out-of-School Sequenced Science Experiences, School-Community Coordinator, Speech and Hearing, Summer Special Education, Walnut Center, And Young Audiences Intensity Program.

280. Evaluation of Personalized, Individualized, Vocation Occupations Training. Final Report. Philadelphia, Pa.: Philadelphia School District, March 1977. 85p. ED 142 703.

A study was conducted to determine whether or not the Personalized, Individualized, Vocational Occupations Training (PIVOT) materials developed by the School District of Philadelphia were capable of developing entry-level competency in secondary school students in a variety of educational settings (comprehensive high schools, an occupational school for educable mentally retarded, a skills center, and an area vocational-technical school) and subject areas (nurse's aide, industrial electricity, automotive mechanics, and machine tool trades). Experimental classes, using the PIVOT materials, were taught by means of individual sound-on-slide projectors, while control classes were taught the same material by conventional methods. Comparison of rates of success on a criterion task in each subject area proved the PIVOT method capable of developing entry-level competency in each setting. No significant differences were detected between effects of the PIVOT materials and conventional methods except for educable mentally retarded students, who learned significantly better with the PIVOT materials. Repetition of the experiment with larger groups of students is recommended. Appendices, which comprise three-fourths of the document, include lists of PIVOT units, the criterion tasks and checklists for units used in the research, the rating form for individual slides and definitions of possible defects, samples of printed materials used with the PIVOT units, and the research questionnaires.

281. Goodwin, Judith. A Summary of Four Major Evaluation Reports on Follow Through in Philadelphia, 1975-1976. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, May 1977. 29p. ED 142 311.

This paper presents summaries of four evaluation reports on Follow Through programs in Philadelphia, grades K-3. Section I compares the reading and mathematics achievement of children from 1971-1976 in the various Follow Through models. Included in the evaluation are the Behavior Analysis, Bank Street, Parent Implemented, Philadelphia Process, Educational Development Center, Florida Parent, and Bilingual models. Results indicate that the Behavior Analysis Model produced the greatest positive effects in reading and mathematics achievement. Section II of the report surveys personnel and parent perceptions of the program and indicates that the majority of those surveyed considered the program effective for enhancing the children's personal, social, and academic development. Section III summarizes levels of supportive services (medical, dental, psychological and social) and parent involvement. The report indicates a decrease in the level of supportive services being utilized. Section IV surveys school personnel's perceptions of the Follow Through Expansion Programs, indicating positive perceptions for the majority of staff members. Descriptions of the programs, sources of additional information, and descriptions of tests and questionnaires used for the evaluation are included in the paper.

282. Goodwin, Judith. A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1974-1975. Report No. 7713. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, August 1976. 25p. ED 132 174.

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1974-75. Cross-sectional analyses of February, 1975 achievement data indicate that Total Follow Through exceeds Total Non-Follow Through performance in all test areas in kindergarten through second grade, but not in third grade. Behavior Analysis and Parent Implemented Models generally exceed their district non-Follow Through groupings at all grade levels, and rank first and second respectively, with the Bank Street Model in third place. Quasi-longitudinal analyses reveal that Head Start or equivalent experience, length of program exposure, and low absence rates are consistently associated with higher performance in reading and mathematics at all grade levels, K-6. Apparently there was sufficient program continuity to produce its intended longitudinal effect as 59 percent of the teachers and 64 percent of the pupils remained in the program over the four year span. In the program as a whole, 54 percent of all children had absence rates of 15 days or less. And, Head Start or equivalent experience is consistently associated with higher attendance. Supportive services information indicates that 71 percent of those referred were treated for medical problems and dental treatment was provided for 85 percent of the referrals, Pre-program questionnaires completed by principals, teachers and aides indicate that the majority of principals and teachers had positive attitudes towards the prospective program.

283. Haggett, William F. Consumer Education, Fourth-Year Final Report. Report No. 7716. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation. 57p. ED 132 168.

The Philadelphia School District's Consumer Education project aims to teach consumers to spend their money more wisely. Services offered by the Consumer Affairs Education Services staff include workshops for teachers and parents, support for individual teacher and faculties through liaison staff members, materials from and the use of the resource center, newsletters, teacher guides and a parent education component. Of the seven measured objectives, six were completely attained and one was partially attained. Requests for materials were responded to, teachers were actively encouraged to integrate consumer education into their regular curricula, and field testing of the competency guide continued. New curricular materials were evaluated, and a series of criterion referenced tests are being developed. The parent education program is fully operational; parents, business and governmental agencies have participated in project activities.

284. Johnson, Cleo; Goodwin, Judy. Report of Program Personnel's Perceptions of the Follow Through Expansion Program in Philadelphia, 1975-1976. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, February 1977. 89p. ED 142 309.

This document, part of a series of reports on the Philadelphia Follow Through Expansion Program, provides perceptions of program impact. One focus of this report is on (1) pre-program data collected in the summer, 1975 for first grade teachers; in the summer, 1976 for second grade teachers, and in the fall, 1976 for second grade aides. The second part of the report focuses on (2) a survey conducted in the spring, 1976 of the total program assessing program personnel's perceptions towards the Expansion Program after one year of program operation. Included under pre-program data are background characteristics, pre-program input and pre-post training. The Expansion Program survey covers background characteristics, educational ideals, academic areas, staff development, preschool experience, parent involvement, program impact, and continuation of the Expansion Program. There are also pre-post Expansion Program comparisons, original Follow Through and Expansion Program comparisons, and a summary. Appendices contain detailed data tables, rating scales and other quantitative information.

285. Kaplan, Marion; And Others. Reading Improvement Through Teacher Education. Final Fourth-Year Report; Report Number 7703. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, July 1976. 43p. ED 135 871. Paper copy not available.

The Reading Improvement Through Teacher Education(RITE) project provided in-service training in reading instruction to elementary

school teachers, and helped principals and reading coordinators to organize their school reading programs. The project's intended mode of operation was fully implemented. RITE specialists provided service contacts to school personnel, and conducted in-service meetings. Taken together, the RITE objectives depict an ideal reading-instruction situation. Within the framework of these objectives, the RITE specialists have provided a wide variety of services to a large number of teachers. These services were delivered on a needs and interest basis and with varying degrees of intensity. Over the four years of the project's operation, teachers and administrators in RITE schools appear to have developed greater awareness and interest in reading instruction, as evidenced by their increased requests for service. More formal assessment of the project's degree of success in attaining its objectives is being made through the use of a pre-post design which focuses on new teachers. The results of pre and post classroom observations and pretest and posttest administration of the RITE Case Study indicated that the project's objectives were fully attained. As a result of workshops and intensive on-site help provided to new teachers by the RITE staff, there was evidence of progress toward the development of the entire set of reading-instruction skills, and since the students' reading ability is dependent to a large degree on the skill of the classroom teacher, the ultimate beneficiaries of the RITE services should be the students served by these teachers.

286. Kemp, Edith S. Survey of Philadelphia High School Dropouts, 1974-75. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, January 1976. 28p. ED 132 695.

This booklet contains a number of tables that summarize data on the employment and educational status of Philadelphia high school dropouts as of September 1975. Data for the survey were gathered through questionnaires completed by 1,306 individuals who dropped out of high school during the 1974—75 school year. Also included are several tables that compare data on 1974-75 dropouts with data from a similar survey conducted a year earlier. A sample of the survey questionnaire is included as well. Among its other findings, the survey revealed that 26 percent of the respondents were working, 20 percent were in school, 9 percent were in the Armed Forces, 42 percent were unemployed and looking for work, and 7 percent were unemployed and not looking for work.

287. Lukshus, Anne M. Continuance and Transience Among Teachers and Pupils in the Follow Through Program in Philadelphia, 1971-1975. Report No. 7709. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, July 1976. 51p. ED 143 436.

This report on Follow Through teacher and pupil retention in 18 Philadelphia public schools presents continuance-transience data for the school years 1971-72 through 1974-75. Data are summarized by program model and by total program, with teacher numbers and percentages for each model aggregated by grade (K-3) as well.

There were 350 teachers assigned to the Follow Through program during the four-year span who remained at least five months in each year after assignment; of these, 59 percent continued through 1974-75. Of the 7,936 pupils entering the program during the four years and remaining at least five months in their initial year, 64 percent continued through 1974-75. Pupils with Head Start or equivalent experience continued in the program at a significantly higher rate than non-Head Start children, in both total program and individual models. Of the seven program models--EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent--the Philadelphia Process model had the highest teacher-retention rate (73 percent), while the Florida Parent model showed most teacher mobility (46 percent). Highest continuance rates for all pupils were consistently found in the Bank Street model, with the Florida Parent and Bilingual models showing most pupil mobility. It is concluded that (1) the teacher retention rate is sufficiently high to ensure continuity of treatment; and (2) pupils remain in the program over a sufficient amount of time to receive its planned benefits.

288. Lukshus, Anne M. Follow Through Pupil Absence Rates in Philadelphia, 1974-1975. Report No. 7701. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, June 1976. 63p. ED 143 435.

Absence data from the Follow Through program in 18 Philadelphia public schools over the 1974-75 school year are presented according to grade, model and total program. The report, covering grades K-3, examines both overall absence patterns and differences in absence patterns of pupils with and without previous Head Start or equivalent experience. From a frequency distribution of data obtained, six absence intervals were established, ranging from no absences to more than 75. The six intervals were recorded for the total population (ALL) and two subgroups: pupils with previous Head Start or equivalent experience (HS) and those without such exposure (NHS). Across models, absence rates at every grade level were lower for HS pupils and higher for NHS students, as compared to ALL pupils. Within individual models, the difference between HS and NHS pupil absenteeism was notable, frequently 20 or more percentage points in favor of the HS group. HS pupil attendance rates were significantly better than NHS rates of all grade levels in four of the seven models, at three grade levels in one model, and at two grade levels in two models. Model programs were: EDC (Educational Development Center). Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent.

289. Lukshus, Anne M. School Personnel and Parent Perceptions of the Follow Through Program in Philadelphia. Spring, 1976. Report No. 7723. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, October 1976. 103p. ED 137 377.

Follow Through teachers, classroom aides, principals, staff developers, and a ten percent parent sample were surveyed in the spring of 1976 for their opinions and perceptions of various aspects of the Philadelphia

Follow Through program. A substantial majority in each category of respondents indicated their respective models were helping pupils' personal, social, and academic development. Parent responses showed a high level of interest and participation. Nearly all stated they were developing a greater interest in their children's schooling, while 80 percent also expressed a concern for furthering their own education. Over 90 percent indicated that they felt comfortable with school personnel and that their opinions were respected. The majority reported they attended school meetings, and 73 percent expressed interest in working at the schools. Parent scholars were rated effective by 50 percent of the teachers, 58 percent of the staff developers, and 69 percent of the principals. Parent volunteers were rated less favorably by teachers, staff developers, and principals. Nearly all aides indicated they assisted in instructing small groups regularly, while 67 percent stated they assisted in the instruction of individual pupils on a regular basis. At least 80 percent of the teachers, principals, and staff developers thought the aides were effective in the classroom. Indications of the program's impact were found in the large percentages of school personnel who reported increased interest in individualized instruction, reaching pupils' homes, and furthering their own education. Respondents also gave the program an overwhelming vote of confidence in response to the question, "Would you like to see the Follow Through Program continued?" All of the staff developers, 83 percent of the teachers, 98 percent of the classroom aides, and 96 percent of the parents answered affirmatively.

290. McKinney, John T. Follow Through Pupil Achievement Characteristics in Philadelphia, 1971-1972 through 1975-1976. Report No. 77121. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, January 1977. 77p. ED 137 407.

This report provides achievement information from the Philadelphia Follow Through program in Mathematics and Reading for the five years, 1971-1972 through 1975-1976. The data are drawn from cross-sectional analyses, focusing primarily on mean score performance in Total Mathematics and Total Reading on city-wide tests. The principal findings are: (1) While the Total Program (TFT) shows continuous improvement in both Math and Reading in Grades K-3 across the five years, it is the Behavior Analysis Model (BA) which has produced the greatest positive program effect. (2) Across the five years and across Grades K-3, BA easily ranks first among the models in both Math and Reading. (3) The closest model to BA in K-3 performance across the five years is the Bank Street (BS), which ranked second among the models in Math and third in Reading. (4) The Parent Implemented Model (PI) could not be ranked over the five years because it was not tested in 1972-1973. The Philadelphia Process Model (PP) ranked second in Reading across the five years, principally because of improved performance in 1975-1976. It ranked fifth in Math, however. The Education Development Center Model (EDC) ranked third in Math, and fourth in Reading, having improved substantially since 1974-1975. The Florida Parent Model (FP) ranked fourth in Math and fifth in Reading. The Bilingual Model (BI) ranked last in both subject matter areas.

291. Prusso, Kenneth W. The Daily Care Characteristics of the Morning Hours of Preschool Get Set Day Care Program, 1974-1975. Report No. 7645. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, October 1975. 31p. ED 143 440.

This study examined program emphasis, organizational groupings of children, and roles of caregivers in 96 Get Set Day Care Centers in Philadelphia. Each of the approximately 286 classrooms participating in the study was observed for 45 minutes in the morning hours, yielding more than 3500 observations of the total program. Results showed the program to be balanced between structured and unstructured periods of time. Children were found to be functioning in small groups most often, but they also had opportunities to function individually and as members of a group of all children in a room. The interest of the children remained at a high level for all types of activities. Children were given wide latitude to determine their activities during unstructured play, and less latitude during adult structured activities. The developmental areas of large muscle development, fine motor coordination, social interaction, personal expression, and language development were found to be receiving primary emphasis. Mathematical-logical and physical knowledge areas of development received minimal emphasis. Two major caregiver roles were identified as teachers and manager. Affective areas of communication (both verbal and non-verbal) tended to receive minimal attention. The observation form used in the study is appended.

292. Silber, Theodore J. A Description of Room Arrangement, Design, and Appearance in Title IV-A Day Care Centers in Philadelphia, 1974-1975. Report No. 7733. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, September 1975. 35p. ED 143 442.

This report describes the room arrangement, design, and appearance of 152 Title IV-A Day Care centers in Philadelphia. A series of 27 items on a section of the Daily Care, In-Room Observation Guide was used to provide an overall description of rooms in day care and to identify differences in features for different types of programs. Data were analyzed by four program types: (1) infant/toddler, (2) preschool/school age, (3) school age, and (4) specialized. The overall typical room is described in terms of such aspects as interest areas, furnishings, storage of materials, cleanliness, carpeting, acoustics, lighting, windows, access to outdoors, hard and soft areas, high and low areas, and structures that children can get inside of. The typical room for each program type varied only slightly from the typical room for all programs. Specialized programs had hard and soft areas built in for tactile stimulation, and infant/toddler and specialized programs had carpeted areas. Approximately half of the report consists of data presented in tabular form.

293. Silberman, David. A Description of Title IV-A Infant and Toddler Day Care, 1974-1975: Adult-Child Interactions and Care Room Activities. Report No. 7641. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, September 1975. 42p. ED 143 441.

This report is concerned with the development and use of the Infant/Toddler Interaction and Activity Profile in 13 day care centers in

Philadelphia. The Profile and its development are described and methods of data collection and analysis are explained briefly. Findings are reported in four major areas: (1) basic data characteristics, offering a general picture of infant/toddler care; (2) specific characteristics of adult responsiveness to children; (3) types and frequencies of observed interactions and their relationships to principles of child development; and (4) a system, based on preliminary data, for making discriminations between care rooms and demonstrating areas of strength and weakness. A summary of the findings about the instrument itself and the information collected is presented. Implications for further evaluation are offered. Appendices give definitions of the terminology used in the Profile and provide a sample observation record.

294. Title I ESEA Projects: Digest of Annual Evaluations 1965-1976. Report No. 7681. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, March 1976. 126p. ED 144 987.

The major portion of this digest consists of brief descriptions of currently funded Elementary and Secondary Education Act, Title I projects in the Philadelphia public school system, from 1965 through 1976. Each description includes four sections: management information, project description, evaluation techniques and major findings on a year-by-year basis through January 1976. Preliminary findings are offered for the 1975-1976 school year. A list of 41 projects no longer funded under Title I appears in the Appendix.

295. Title I ESEA Projects: Digest of Annual Evaluations. Supplementary Edition 1976-1977. Report No. 77131. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, March 1977. 65p. ED 143 700.

This digest provides a historical summary of the key findings reported in the annual evaluations of each of the Philadelphia school district's Elementary and Secondary Education Act, Title I projects since 1975. The 1976-1977 management information, the 1975-1976 key findings, and the preliminary findings for 1976-1977 are presented. Title I projects evaluated here include Affective Education, Benchmark, Bilingual Education, Comprehensive Mathematics Project, Comprehensive Reading Project, Computer Managed Instruction, Counseling Services, Creative Dramatics, Education in World Affairs, Episcopal Academy: Summer Enrichment, English As A Second Language--Readiness, English to Speakers of Other Languages, Follow Through, Institutions for Neglected and Delinquent Children, Learning Centers, Meet the Artist, Motivation, Multimedia Center, Out-of-School Sequenced Science Experiences, School-Community Coordinator, Speech and Hearing, Summer Special Education, Walnut Center, Young Audiences, and Elementary Mathematics Classroom Aides.

296. Toll, Sherran. Evaluation of Prekindergarten Head Start. Year End Report, 1975-1976. Report No. 7700. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, July 1976. 111p. ED 132 170.

The Philadelphia Prekindergarten Head Start program is a child development program for three and four-year-old children from low income families which stresses an interacting and multi-disciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person. The program was designed from the beginning to implement five different early childhood educational models (Bank Street, Behavior Analysis, Montessori, Open Classroom, and Responsive Learning). The 1975-1976 evaluation activities for Philadelphia's Prekindergarten Head Start program continued to focus on the major goals for children. There was found to be some range in practices among centers in terms of (1) extent of model implementation, (2) classroom differences within a model, (3) number of parent volunteers, (4) grouping practices, and (5) provisioning. Observation data yielding the above information are summarized according to model and across the total program. The Denver Developmental Screening Test (D.D.S.T.) was administered during October and April to 82 percent and 84 percent of the population respectively. In April only 1.8 percent of the population was identified as having a developmental delay as defined by the D.D.S.T., a decrease of about 40 percent from the Fall administration. While Prekindergarten Head Start children are from families of low socio-economic status, the April D.D.S.T. results confirmed, as was the case in 1974-1975, that the population screened had improved after a year of program participation so that there were far fewer children "at risk" than were found in the norming population.

297. Welsh, James B. Follow Through Pupil Achievement Characteristics in Philadelphia, 1974-1975. Vol. I: Cross-Sectional Data, Report No. 7664. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, December 1975. 96p. ED 136 941.

This report is a cross-sectional analysis of the 1974-1975 mid-year performance of Follow Through, Non-Follow Through and District groupings of pupils in the Philadelphia School District. The report is divided into four parts: Part I offers comparisons of each Follow Through grouping with all other groupings in terms of mean score differences, percentages scoring below the national sixteenth percentile, and percentages scoring at or above the national fiftieth percentile; Part II is a brief inter-model comparison in terms of rankings on mean standard scores; Part III compares Spring 1974 and Spring 1975 test performance on the Stanford Early School Achievement Test (Kindergarten) and on the California Achievement Test (Grade 1-3); Part IV provides test data for the fourth-grade pupils enrolled in Follow Through schools. Results indicate that the positive program effects observed in grades K and 1 in 1973-1974 have been extended to grade 2 in 1974-1975 for the total program aggregate, and that during the program years (K-3) the Behavior Analysis and Parent Implemented models continue to exhibit superior performance among the models, followed closely by the Bank Street and EDC models. The Appendix volume of basic data tables accompanying this report is available upon request from the Office of Research and Evaluation, The School District of Philadelphia.

298. Welsh, James B. Follow Through Pupil Achievement Characteristics in Philadelphia, 1974-1975. Vol. II: Quasi-Longitudinal Data. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, June 1976. 139p. Ed 136 942.

This report examines 1974-1975 achievement test results for Philadelphia Follow Through pupils in the light of "quasi-longitudinal" variables from the Follow Through longitudinal pupil file. In Part I, Head Start effects are examined by comparing the Head Start group and the Non Head Start group of pupils within the maximum exposure category at each grade level. Evidence is presented for three effects: the effect of Head Start or equivalent preschool experience, the effect of maximum program exposure, and the effect of low absence. These effects were found to show a good degree of consistency for the Total Follow Through population. Model-specific variation is discussed. In Part II, the actual levels of performance were examined for four quasi-longitudinal groupings: the total group tested (cross-sectional), pupils with maximum program exposure, pupils with maximum program exposure and Head Start or equivalent experience, and pupils with maximum exposure, Head Start or equivalent experience and fifteen or fewer days of absence. The general pattern of results indicates increasingly higher levels of performance with each increasingly restrictive grouping as expected. Model-specific variation is noted for three time-points: first program grade (kindergarten), final program grade (third), and highest grade of program "graduates" (sixth). The importance of strictly longitudinal analysis for better emphasis of these effects vis-a-vis other variables is emphasized.

SCHOOL DISTRICT 4J, EUGENE PUBLIC SCHOOLS

299. How Many Children in District 4J Are Receiving Medication for "Hyperactivity"? Eugene, Oreg.: Eugene School District 4J, Div. of Research, Development, and Evaluation, May 1976. 12p. ED 135 175.

Reported is a study on the number of elementary grade children in the Eugene, Oregon, school district taking medication for hyperactivity, the process of identification of these children, and the extent and kind of prescription drugs used. Each of 15 elementary school nurses was contacted and information from biannual health forms was compiled. Reported results indicated that 145 children were receiving medication (of which 81 percent were male), that most children received Ritalin, that many children had been receiving medication for over two years, and that three doctors accounted for most of the prescriptions. It is concluded that the percentage of children identified as hyperkinetic in the Eugene school district is comparable to other empirically demonstrated percentages.

SEATTLE SCHOOL DISTRICT #1

300. Collister, Larry. The Dual Principalship: An Experiment at Sand Point and Cedar Park Schools, 1976-1977. Report No. 77-5. Seattle, Wash.: Seattle Public Schools, Dept. of Management Information Services, March 1977. 40p. ED 141 895.

This paper presents the results of an opinion poll given to a sample of parents, parent association board members, staff, and the principal at Cedar Park and Sand Point schools where the dual principalship experiment had been under way since September 1976. The data provided by this limited experiment do not justify a conclusion that the dual principalship is infeasible or, for that matter, that the experiment should be established on a wider basis. Opinions given in the polls suggest that the principal in the experiment has overcome a number of difficulties in making the dual principalship successful at Sand Point-Cedar Park. The responsibilities of the principalship in two schools are far beyond those expected of one principal in a single building. One may expect the role of the principal to change dramatically over time if the dual principalship is to become a permanent feature of the administration of the Seattle schools. Appendices contain questionnaires, responses, and an evaluation of the program prepared by the principal in the experiment.

301. Eismann, Donald; And Others. Schools and Neighborhoods Research Study: Phase One--Executive Summary. Seattle, Wash.: Seattle Public Schools, December 1976. 44p. ED 133 910.

The objectives of the Schools and Neighborhoods Research Study are to identify the perceptions and expectations of neighborhood residents and businesses with respect to the school, to identify the services provided by the neighborhood school, and to determine the significance of the neighborhood school to the maintenance and the development of the neighborhood unit. The research approach used a pre- and post-closure comparison of selected variables. Five general questions provided the framework for reporting the findings--(1) Is the "quality" of a neighborhood changed by school closure? (2) Are residents less satisfied with their neighborhood and schools after school closure? (3) Does school closure affect the quality of education available to students in the closure neighborhood? (4) Does school closure affect school levy support? (5) Does school closure change the pattern and frequency of community use of schools? Appendices give the background and closure circumstances and information about the research methods and school closures in other cities.

302. Eismann, Donald; And Others. Schools and Neighborhoods Research Study: Phase Two--School District/City Relationships. Seattle, Wash.: Seattle Public Schools, December 1976. 215p. ED 133 911.

The objectives of this phase, Phase 2, of the Schools and Neighborhoods Research Study were designed to yield research that would lead to action. The overall goal of improving communication and cooperation between the city, school district, and Seattle citizens was the basic consideration. The following were the objectives of this phase: to document the separate jurisdictional powers and responsibilities of the Seattle School District No. 1 and the Seattle municipal government; to identify and document city and school district fiscal, policy, and program planning processes; to select areas for development of planning and administrative coordination of policies and procedures, examine existing planning processes and administrative procedures in areas chosen for indepth study,

and identify present provisions for city/school interface; and, based on the interface gaps identified in the first three objectives, to draft recommended modifications, and additions to the planning process or administrative procedure under study and develop joint city/school district policy governing and proposed changes.

303. Eismann, Donald; And Others. Schools and Neighborhoods Research Study: School Building Use Study. Seattle Wash.: Seattle Public Schools, December 1976. 27p. ED 133 912.

This report documents the findings related to Objective 2 of the Schools and Neighborhoods Research Study. The task was to identify community services provided by the neighborhood school. The study staff reviewed the existing facilities use information from the Seattle Public Schools. Results from the Facilities Utilization Study Survey and the Schools and Neighborhoods Study Survey were also examined. Because of the existence of an excellent intergovernmental and community outreach effort in the school district (School Program Involving our City's Elderly--SPICE), an analysis of this program is included. This report is in three chapters. The first contains an examination of building use records to ascertain the extent of community use of school facilities. The second includes an analysis of recent survey data gathered by the Seattle Public Schools Facilities Utilization Study. The third chapter includes a brief description of the SPICE program.

304. Schools and Neighborhoods Research Study: Neighborhood Impact Study. Final Report. Seattle, Wash.: Seattle Public Schools; Seattle, Wash.: Univ. of Washington, Bureau of School Service and Research, 1 August 1976. 351p. ED 133 913.

The general thrust of this report is to examine the impact of school closures on the following clusters of variables: population and land use trends--including changes in age structure, birthrates, racial composition, social and economic characteristics, demolitions and new structures, and occupancy rates in residential and commercial structures; school enrollment changes--including analysis of student mobility immediately following closure; residential property values--including physical characteristics of housing; crime and fire rates; school support by local citizens as measured by local election results; and general quality of neighborhood life--including daily activity patterns, recreational behavior of residents, and community reaction to closure decisions. Because of the widely different data sources and methodologies required to examine the variable clusters, the findings are presented according to variable clusters rather than by school neighborhoods. Certain of the summary data relating to the six clusters are included in the text; additional data has been included in attachments to the report.

305. Schools and Neighborhoods Research Study: The Neighborhood Survey. Final Report. Seattle, Wash.: Mathematica Policy Research; Seattle, Wash.: Seattle Public Schools, August 1976. 249p. ED 133 914.

Households and businesses in neighborhoods where an elementary school had been closed and in similar neighborhoods where the school remained open were surveyed to determine community attitudes toward school closings. Respondents were asked to address a variety of questions covering such subjects as their satisfaction with their neighborhood, their perception of the quality of public elementary education in their neighborhood, their support for schools, and the extent to which the public school played a role in their decision to locate in the neighborhood. The questionnaire attempted to ascertain what people thought actually happened or expected would happen if the neighborhood school were closed and to determine what has happened to the neighborhoods where the school did close.

306. Shephard, Susann. Out-Migration of Students from Seattle Public Schools to Non-Public Schools. Report No. 77-21. Seattle, Wash.: Seattle Public Schools, Dept. of Management Information Services, July 1977. 85p. ED 144 225.

There has been speculation that the 26 percent decline in Seattle Public School enrollment since 1970 is partially due to increasing enrollment in nonpublic schools. This study attempted to determine whether there has been an increasing trend toward nonpublic school enrollment in Seattle and what reasons parents give for transferring their children from the public schools. An analysis of available data on enrollment trends in Seattle public and nonpublic schools and on transfers from public to nonpublic schools for the years 1970-76 was made. In addition, survey questionnaires were sent to the parents of all Seattle students who transferred to nonpublic schools between July 1975 and April 1977. Findings of the study were inconclusive regarding net out-migration of students to nonpublic schools, but showed that while public school enrollment has dropped, nonpublic school enrollment has increased. Transfer rates were highest from the Garfield and Roosevelt school attendance areas, and the rate of transfers by while students was higher than the percentage of while students in the public schools. About half of the responding parents indicated that dissatisfaction with the Seattle Public Schools was the reason for their child's transfer to a nonpublic school.

TORONTO BOARD OF EDUCATION

307. Deosaran, Ramesh A. The 1975 Every Student Survey: Parent's Occupation, Student's Mother Tongue and Immigrant Status. Toronto Board of Education Research Service #139. July 1976. 37p. ED 136 166.

This is the second in a series of four reports from the 1975 Every Student Survey. Primarily, the report describes the relationships between students' language backgrounds and the occupation of the head of household. Specific relationships were also established between the language background of students and the occupations of their working mothers. Many data tables are included.

308. Deosaran, Ramesh A. The 1975 Every Student Survey: Program Placement Related to Selected Countries of Birth and Selected Languages. Toronto, Ontario: Toronto Board of Education, Research Dept., August 1976. 68p. ED 131 719.

This is the third in a series of four reports from Toronto's 1975 Every Student Survey. This report describes the relationships between students' social and demographic background and program placement in the elementary and secondary school in the Toronto school system. Its purpose is to examine the relationships between program placement and both ethnic background and parental occupational status. The survey upon which the report is based established that almost 50 percent of the 1975 school population in Toronto came from low socio-economic backgrounds; 46 percent had English as a second language, and almost 60 nations were claimed as "country of birth" by at least 25 students per nation. Approximately 7.5 percent of the elementary school population was served by special education programs, and approximately 60 percent of the secondary school population was enrolled in the fifth level of secondary school. Students' background characteristics were consistently related to program placement. The socioeconomic background of students in the Toronto school was generally a far better predictor of both special class placement and level of study in the secondary school than either country or birth or mother tongue.

309. Deosaran, Ramesh A.; Gershman, Janis S. An Evaluation of the 1975-76 Chinese-Canadian Bi-Cultural Program. Toronto, Ontario: Toronto Board of Education, Research Dept., June 1976. 47p. ED 131 718.

A Chinese-Canadian bi-cultural program was carried out in two Toronto public schools which had high percentages of students with a Chinese background. The program was designed to: (1) provide the children of the Chinese parents with educationally sound opportunities to learn the culture and language of their adopted country; (2) preserve the culture and language of their Chinese national origin; (3) eliminate the necessity for Chinese parents to enroll their children in a Chinese school after regular school hours; and (4) prevent or minimize the communication gap between the Chinese parents and children. This report presents a brief description of the program and the results of questionnaires completed by 130 students, 160 parents, and 20 teachers involved in the program. Most students, parents, and teachers agreed that the program was successful in making students more aware of Chinese culture, but some teachers felt that the program was less successful in relating Canadian and Chinese culture. Parents (especially Chinese-responding) were most favorable to program continuation and indicated a desire for more instruction in Chinese writing, reading, and conversation. Among the teaching staff there was generally a very wide range of opinion about the program and some differences appeared to exist between the two schools.

310. Deosaran, Ramesh A.; Wright, E.N. The 1975 Every Student Survey; Student's Background & Its Relationship to Program Placement. Research Service No. 138. Toronto, Ontario: Toronto Board of Education, Research Dept. June 1976. 116p. ED 136 101.

This is the first in a series of four reports from the 1975 Every Student Survey. The Survey described the demographic, social, and academic characteristics of the 100,000 elementary and secondary students in the Toronto school system. This report indicated through a series of cross-tabulations, how students of different language and socio-economic backgrounds and from different countries were distributed across the six areas of the system. Cross tabulations were also presented to show the relationship between students' backgrounds and their placement in various types of programs and special education classes. Comparisons were made with the results from a similar survey done in 1970. Similar trends were found in both surveys.

311. Gershman, Janis. A Follow-Up Study of Graduates of the Perceptual and Behavioural Special Classes. Toronto, Ontario: Toronto Board of Education, Research Dept., November 1976. 38p. ED 135 169.

Investigated with a follow-up study of successful reintegration into regular classes in the Toronto system was the success of two special programs for elementary level students who were identified as having learning disabilities presumed to be organic, or whose learning disabilities were primarily emotional or behavioral in origin. The initial sample of 295 students who entered either program in 1970 or 1971 were followed up by tracing their educational path from 1971 to September, 1975. By 1975, about half of the students still remaining in the Toronto system had been reintegrated into regular programs. The effect on later placement of age on entry to the program, sex, and length of time in the program was examined. Students who were found in regular programs in January, 1976, were examined further by collecting and comparing teacher ratings for those students and two matched groups. Generally, ratings were similar for the target group and the group matched on age (generally over-age for grade). However, ratings were lower for the target group than for a random group of class peers, especially in areas related directly to the problems which warranted their former special class placement.

312. Gershman, Janis. Testing English as a Foreign Language: Michigan/TOEFL Study. Toronto, Ontario: Toronto Board of Education, Research Dept., July 1977. 30p. ED 145 693.

Two English language proficiency tests commonly given by universities and colleges to non-English speaking applicants were administered to 338 students in five Toronto high schools. The purpose of the testing was to relate test scores to students' background (language, immigrant status) and to school marks (English marks and others). Both tests appeared to be reasonably reliable in indicating those students who were having difficulty with the English language: Of the 50 students scoring below the common cut-off points, all but five did not speak English as a first language and almost all were not born in Canada (most arrived in the last four years). The report also discusses the relationship between test scores and school marks as well as the relationship among sub-tests.

VANCOUVER BOARD OF SCHOOL TRUSTEES

313. Ellis, E.N. Survey of Pupils in Vancouver Schools for Whom English is a Second Language. (A Replication of the Survey for the Task Force on English). Vancouver, British Columbia: Vancouver Board of School Trustees, Dept. of Evaluation and Research, 18 May 1977. 21p. ED 144 361.

This survey is a replication of a November 1974 survey undertaken to determine the number of children in Vancouver schools for whom English is a second language, the extent of their English language handicaps, and their placement needs. The same questionnaire used in the earlier survey was directed to Vancouver school principals. This questionnaire called for the identification of all students for whom English is a second language and for their first languages. Teachers rated these students on their English language skills and estimated the help each student needed. All 76 elementary and 18 secondary schools responded. English is a second language for nearly 40 percent of the elementary enrollment and approximately 28 percent of the secondary enrollment. Other findings include: (1) 63 percent of these ESL students have needs that can be met in the regular classroom; (2) 27.1 percent need additional support in language instruction; (3) 6.5 percent require placement in a special ESL class; and (4) 2.2 percent require special help in addition to placement in an ESL class. The students' first languages include Chinese, Italian, East Indian languages, German, Portuguese, and Greek. The data also indicate that fewer students need special help, and that more can be served in the regular classroom than at the time of the earlier survey. A sample questionnaire is appended.

314. Ellis, E.N. Survey of Pupils in Vancouver Schools for Whom English is a Second Language. Research Report 75-23. Vancouver, British Columbia: Vancouver Board of School Trustees, Dept. of Evaluation and Research, January 1975. 17p. ED 132 847.

This report describes a survey undertaken for the Task Force on English to determine the number of children in Vancouver schools for whom English is a second language. It reports the extent to which these children are handicapped in their use of the English language and identifies their placement needs within the school system. Questionnaires were distributed to all school principals and the information provided by them is summarized in the report. There are nearly 19,000 pupils in Vancouver for whom English is a second language; nearly 34 percent of the elementary enrollment and approximately 21 percent of the secondary enrollment. Chinese is the "first language" for nearly half of these pupils and Italian, German, Punjabi and Portuguese are the "first languages" for another 30 percent. While a majority of these pupils have functional literacy, many are handicapped in school by their limited facility with English and approximately 10 percent are unable to read or write English. While the needs of the large majority of these pupils can be met in regular classrooms (particularly if class size and program are modified), approximately 15 percent require placement in a special English language

class and another 4 percent require help in addition to such special placement. The report clearly establishes the need in Vancouver schools for a comprehensive program of English language instruction for the large number of pupils for whom English is a second language.

315. Kitley, Philip J. The Vancouver Elementary Schools Area Counsellor Services and the Area Counsellor Training Program. A Study Prepared for the Vancouver School Board. Research Report No. 75-03. Vancouver, British Columbia: Vancouver Board of School Trustees, Education Services Group, April 1975. 54p. ED 134 883. Paper copy not available.

This study is concerned with an examination of the area counsellor services in Vancouver elementary schools and the support program of training for area counsellors. Information, opinions and suggestions were sought from a wide number of individuals and agencies having some connection with or interest in the services. It is recognized first of all that the area counsellors are providing a service which it would be difficult or impossible to replace. Several things combine, however, to hinder it from being as effective as it could be. These are dealt with in the recommendations which suggest an adjustment of the work load. This involves a careful setting down of priorities, greater understanding among staff and other specialists of the role of the area counsellor, and avoidance of duplication of effort. Continuity of service at each school is also an important factor. The flexibility and continuing revision of the training program are commended. The practicum recently introduced, is an important addition, and should be developed and extended, so that the trainee is able to experience as far as possible what it means to be an area counsellor. The program can offer unique in-service training, providing practical preparation through involvement with the working operations of the schools and their related specialists and agencies. In sum it can be said that Vancouver elementary schools would be much the poorer without the area counsellor services, supported as they are by a preparation program virtually impossible to parallel.

316. Middleton, M.A. An Evaluation of the Family Life Education Course at Eric Hamber Secondary School. Research Report 75-18. Vancouver, British Columbia: Vancouver Board of School Trustees, Education Services Group, September 1975. 44p. ED 132 186.

This report surveys the opinions of parents, students, teachers, and a few administrators regarding various aspects of the Family Life Education program at Eric Hamber Secondary School in Vancouver, British Columbia. The results indicate that parents and students were generally in favor of the content of the course but would like to see family budgeting added. There were no significant differences between the pre-test and post-test attitudes of the Grade 11 students toward 16 concepts pertinent to the course. In addition, the students in Family Life Education did not exhibit significantly different attitudes from those of students in Grade 12. Forty-nine percent of the students felt

that Family Life Education had improved their ability to communicate; 42 percent felt greater self-confidence as a result of the course; 37 percent found it easier to discuss attitudes with the opposite sex. There was no indication that the value systems of the students were influenced either in a positive or negative direction, although many were positively oriented before taking the course. Further, the course provided new information, and students found it to be stimulating.

317. Stevens, R.S. An Evaluation of Arena Scheduling at Templeton Secondary School During 1975-76. Vancouver, British Columbia: Vancouver Board of School Trustees, Education Services Group, January 1976. 23p. ED 131 557.

In June of 1975, students at Templeton Secondary School used a procedure called "arena scheduling" to assist in the construction of their timetables for the 1975-76 school year. Although courses had been selected previously with the aid of a counselor, arena scheduling allowed students some freedom in the choice of the teacher or time of day or semester that they wanted for a particular course. To examine reactions to arena scheduling, questionnaires were given to samples of students and to all staff members. Responses of the students were generally favorable, particularly when preferred teachers and/or times were obtained. Most of the teachers agreed that the advantages of arena scheduling outweighed any disadvantages. Although there were many suggestions made to modify and improve the arena scheduling procedure, most of the respondents to the questionnaires favored its retention at Templeton.

318. Stevens, R.S. Semestering in Vancouver Schools. Vancouver, British Columbia: Vancouver Board of School Trustees, Education Services Group, July 1976. 34p. ED 131 556.

This report discusses a survey conducted in the Vancouver School District to further investigate points raised in a previous study on the advantages and disadvantages of dividing the secondary school year into two semesters. Data for the survey were gathered through discussions with subject-area coordinators and department heads and through questionnaires completed by samples of students, parents, and teachers. The student sample included only students who had experience with both semester and nonsemester systems; the parents of those students composed the parent sample. The teacher group was randomly selected from eight semestered schools; most of the teachers selected also had taught in nonsemestered schools. The majority of students, parents, and teachers preferred the semester system, but most coordinators and department heads preferred the nonsemester system. Besides presenting the survey findings, the report also discusses some other points raised in the previous report and presents a number of conclusions and recommendations on the desirability of semestering in Vancouver's schools.

VIRGINIA BEACH CITY PUBLIC SCHOOLS

319. Lucco, Robert J.; Meekins, Philip E. Community Involvement in Instructional Programing: Fact or Fiction? April 1977. 5p. ED 136 388.

In order to seek clarification of instructional goal priorities, the Virginia Beach school division designed a comprehensive model for the assessment of instructional needs. The principal objectives of the needs assessment include (1) providing a mechanism for the systematic involvement of community residents (both parents and non-parents) in establishing educational priorities; (2) identifying instructional goal priorities commensurate with community concerns; and (3) assisting in the modification of existing instructional programs via participant feedback. The assessment model has five phases, which are planning, design, implementation, evaluation, and modification.

WICHITA PUBLIC SCHOOLS

320. Bond Feasibility Study. Project Identification Committee Report. Wichita, Kans.: Wichita Public Schools, May 1973. 79p. ED 136 386.

A committee, appointed by the Board of Education, was requested to make a comprehensive study of the school building needs of Unified School District No. 259. In an attempt to determine the feasibility of a general bond election to upgrade the public schools, the specific charge to the committee was to evaluate the needs for physical plant improvements. Several reports and input from the administrative staff provided the background for the study. The observations and knowledge of committee members served as the basis for the body of the report. The recommendations for improvements include some general consideration for special needs, and a five-point rating scale to establish priorities. The recommendations in the report are structured in terms of senior high school attendance areas and their corresponding feeder junior high schools and elementary schools. Recommendations have been made for each school and the estimated costs involved are attached in an addendum to this report.

321. Moore, Terry E.; Makalous, Don L. A Report of the School Health Education Curriculum Project, Wichita Model. 1974-75. Wichita, Kans.: Wichita Public Schools, July 1975. 57p. ED 146 127.

This report discusses the genesis, implementation, and evaluation of the Wichita School Health Education Curriculum Project, instructing fifth-, sixth-, seventh-, and eighth-grade public school students in units on the lung and respiratory system, the heart and circulatory system, and the brain and central nervous system. Developed from the prototype Berkeley (California) Health Education Project, the Wichita Model was designed to (1) improve teaching by introducing new methodology in health and other subject matter areas, (2) raise the knowledge levels of students with regard to body systems and functions, (3) improve classroom performance of students, and (4) increase community and parent involvement in education. Health units were taught an average of one hour per day for nine to twelve weeks, using printed materials rather than texts, and emphasizing visual aids and student participation. Attitude and knowledge surveys, scored separately for each of the three units, indicated that the project was both effective and well received. Significant gains in

health knowledge were achieved by the students in all three health units. Although they were not universal, improved attitudes toward proper health practices were also evidenced for the students involved in the project. Nearly all of the students and parents polled indicated their satisfaction with the project and their desire to see it continued in the future. Statistical tables are interspersed throughout the report, and attached appendices present demographic questionnaires and responses, knowledge and attitude questionnaires, and student and parent attitude questionnaires with respect to the health units.

322. Riley, Gerald R. Follow Through Program Evaluation, 1975-76. Wichita, Kans.: Wichita Public Schools, Div. of Research, Planning and Development Services, January 1977. 186p. ED 135 843.

The Wichita Follow Through Project (Tucson Early Education Model) involved kindergarten through third grade pupils from low and middle income families in four elementary schools. The 1975-76 longitudinal evaluation was based primarily on results from the Iowa Tests of Basic Skills (grades three-six). Also included were the Metropolitan Readiness Test (first grade) and Metropolitan Achievement Test (second grade). The groups which had completed Follow Through generally achieved higher total grade equivalent gains than their comparison groups. As indicated by the 1975-76 evaluation, the Project may have long-term effects on achievement in basic skills.

323. Turner, W.E.; And Others. Programs for Educationally Deprived Children. ESEA Title I Evaluation Report, September, 1975-August, 1976. Wichita, Kans.: Wichita Unified School District 259, July 1976. 136p. ED 132 216.

During the 1975-76 school year, ESEA Title I programs in Wichita were conducted in 20 Title I target elementary schools and 52 extended service elementary schools. Programs included corrective reading, mathematics, and preschool components. There were also small but important programs for children in the neglected and delinquent institutions. A parent education component was implemented. In the 1975 summer session, the main areas of reading and mathematics were emphasized with additional inputs into the institutions and early childhood programs. A sizeable portion of the summer school budget was allocated for tuition scholarships. Five thousand six hundred and two pupils were involved in regular year programs. There were 3048 pupils in corrective reading with 2454 in mathematics, some of whom may have been in both programs. Seventy-six percent of the pupils met or exceeded the stated performance objective for reading that pupils should gain .8 of a month on the California Reading Test for each month of instruction. Fifty-five percent of 2,054 pupils with pretest and posttest scores met the mathematics performance objectives on posttests. These objectives were measured by criterion referenced basic skills tests.

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